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ABSTRACT

This course outline is intended to assist vocational instructors in developing and teaching a pre-technical course in law enforcement. The outline, which has been written in accordance with the block progressive method of teaching, addresses the following areas: orientation (a course overview, youth leadership, and the history of law enforcement); investigation (the purposes of investigation, investigative procedures, and limitations); patrol procedures; law (common, case, and statute law and limitations); court procedures (role of the courts and civil, criminal, and juvenile court procedures); communications; corrections; community service (programs for the general public, delinquent youth, special groups, first aid, and crime prevention); and current trends (police training, careers, and entrepreneurship). Each major block is divided into a series of minor blocks, which are in turn broken down into individual tasks. Each task section includes a task statement, an instructional aim, cross-referenced information outlines, teaching suggestions, and suggested references and aids. Appendixes to the guide include lists of 34 suggested references and guidelines for developing a functional course of study and a suggested list of items that should be included when writing specific objectives. (MN)

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SUGGESTED BASIC COURSE OUTLINE

PRE-TECHNICAL LAW ENFORCEMENT

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A
SUGGESTED BASIC COURSE OUTLINE
FOR

PRE-TECHNICAL LAW ENFORCEMENT

PUBLISHED BY

VOCATIONAL INSTRUCTIONAL SERVICES
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FOREWORD

This course outline is one of a series of basic course outlines for teaching vocational industrial shop subjects in public schools. Each course was developed by an outstanding vocational industrial teacher from his or her occupational field and reviewed by a select group of vocational industrial teachers. The development of each basic course outline was under the supervision of Vocational Industrial Education staff, Vocational Instructional Services, Texas A&M University and in cooperation with the Texas Education Agency.

The purpose of this basic course outline:

1. To assist the beginning teacher in selecting the occupational skills and related and technical information and provide a basis upon which the teacher can progressively build a functional course of study in accordance with the training needs of the students and the local community.

2. To assist the teacher in identifying and correlating pertinent technical information.

3. To assist the teacher in determining the time needed to teach each lesson and a basis for the proration of time in the total program.

4. To assist the teacher in the selection of appropriate methods, teaching aids, and references, and supply the teacher with the sources of information, films, references, and aids.

5. To assist the teacher in the development of/or selection of appropriate instructional sheets or materials.

6. To assist in the improvement of communications between the teacher and the student through use of stated behavioral objectives (Aims) for each task and to corresponding technical information.

7. To provide interested educational and industrial groups and individuals with information regarding the scope, content, methods and techniques of trade preparatory instruction.

8. To provide local school administrators and boards of education with information that may assist them in selecting and inaugurating trade preparatory programs best suited to the needs of their student bodies.

This outline includes only the basic skills and technical information to be taught and should be supplemented with the other complementary and necessary areas of related instruction. Experiences should be provided for the development of desirable attitudes and appreciations.

PURPOSE

The purpose of vocational industrial education is to develop basic manipulative skills, safety judgments, proper work habits, desirable attitudes and appreciations for the purpose of fitting young persons for initial employment in industrial occupations and of upgrading or retraining workers employed in industry.

Training is provided through practical shop/or laboratory experiences and other closely related school activities. The local school provides the shops or laboratories, tools, equipment and materials which are comparable to those used in industry. Each student enrolled receives three hours of instruction each day which is centered around the performance of useful or productive jobs and activities and taught by a teacher who is experienced and competent in the occupation.

COURSE OBJECTIVES

This outline is designed with the intention of providing students with an opportunity to develop skills, knowledge, attitudes, and leadership, after having the instruction provided by a competent teacher.

The students will be able to:

1. Perform the basic manipulative skills involved in the occupation.

2. Make application and use of the underlying theories, technical information, and related occupational information to assure sound judgments, decisions and proper procedures involved in the occupation.

3. Appreciate and respect the employer-employee relationship, and have an awareness of the necessity of delivering worthy service for value received.

4. Develop a sense of personal integrity and confidence in their ability to earn their rightful place in the community.

5. Practice those qualities of citizenship which will lead the way toward a happy and productive life.

6. Gain employment in the occupation for which training was given.

MAJOR BLOCK I INTRODUCTION	TASK: 1. Course Overview--Pre-Technical Law Enforcement AIM: The student will be able to discuss classroom and laboratory activities and to identify areas of law enforcement to be covered in the course.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Orientation	Related Knowledge		
	I. Introduction A. Instructor's name B. Course title C. Course length D. Course credit E. Students	Place on chalkboard: Course title Instructor's name	High school student handbook
	II. Philosophy A. Vocational Industrial Education B. Course	Passout: Course philosophy course objectives	Instructor prepared
	III. Course objectives	Discuss with class	
	IV. Course description A. Scope and content B. Methods of instruction C. Classroom and lab activities	Provide: Course description, method of instruction, job description, job (work) conditions	
	V. Course prerequisites A. Age B. Grade C. Physical dexterity	Explain: Course prerequisites	Local/state school policies
	VI. Course requirements A. Minimum standards of performance B. Attitude C. Attendance	Questions and answers	
	D. Grading system	Passout: Grading system	Instructor prepared
	VII. Major topics studied A. Leadership & history of law enforcement B. Investigation C. Patrol procedures D. Law E. Court procedure F. Communication G. Corrections	Briefly describe and discuss Passout: Course syllabus	Instructor prepared

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Orientation (continued)	Related Knowledge (con't.) H. Community service I. Current trends	 Questions and answers Quiz	

MAJOR BLOCK I INTRODUCTION	TASK: 2. School/Lab Policies And Procedures AIM: The student will be able to work and participate in lab and classroom activities in a manner in line with school policies and shop regulations.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Orientation	Related Knowledge		
	I. School policies A. Schedules B. Attendance/tardies C. Grades and credits D. Conduct and dress E. Special activities	Passout: Rules and regulations Discuss with students Questions and answers	Local school handbook for students
	II. Instructor policies A. Classroom procedures 1. Assignments 2. Notebook B. Laboratory 1. Work stations 2. Traffic lanes 3. Horseplay	Passout: Lab regulations Discuss with students Oral questions	Lab "Rules and Regulations" (teacher prepared)
	III. Class organization A. Aid to instruction B. Personal opportunities C. Division of responsibilities D. Procedure for appointment		
	IV. Laboratory activities A. Storage procedure B. Check-out system C. Responsibility for equipment D. Care and cautions E. Returning equipment F. Practical experience 1. Storage of equipment 2. Supply requisitioning 3. Simple job procedures 4. Use of basic equipment	Discuss: Respect for others, honesty, honesty, health, and sanitation Passout: Student private physician card	

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Orientation (continued)	Related Knowledge (con't.)		
	V. Housekeeping procedures A. Who responsible B. Specific assignments		
	VI. Equipment and materials A. Radios B. Cameras and supplies C. Fingerprint machine D. Microscope E. Crime scene sketch kit F. Accident investigation kit G. Typewriters H. Handcuffs I. Night sticks J. Casting kit K. Others	Tour lab with explanations and demonstrations	
		Quiz	

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MAJOR BLOCK I INTRODUCTION	TASK: 3. Lab And Classroom Safety AIM: The student will be able to recognize and list practices and procedures conducive to a safe classroom and laboratory.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Orientation	Related Knowledge		
	I. Safety awareness A. Causes of accidents 1. Unsafe conditions 2. Unsafe acts B. Types of accidents C. Safety program	Show slides Read and discuss script with slides Oral quiz on slides	Slides: Accident Causes, Group programmed instruction slide set with script. Bureau of Occupational Safety-3-224, U.S. Dept. of Labor, Washington, D.C. 20210. Free, borrower pays return postage. Book two months in advance
	II. Attitude A. Attentive, alert B. Cooperative C. Respect for self, others	Emphasize importance of attitude	
	III. Clothing and dress		
	IV. Reporting hazards	Display safety posters	
	V. Accident reports		
	VI. Lab safety A. Equipment B. Responsibility	Demonstrate safe methods	Sup. Ref. A, Safety for the Industrial Student, Vocational Instructional Services, F.E. Box 182, Texas A & M University, College Station, TX 77843
	VII. Prohibited acts A. Running B. Horseplay C. Practical jokes		
	VIII. Home safety	Safety test	
	IX. Driving safety		

MAJOR BLOCK I INTRODUCTION	TASK: 1. Organize Youth Leadership (V.I.C.A.) Club AIM: The student will be able to actively participate and make positive contributions toward organizing and planning a youth leadership (V.I.C.A.) club and program.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Youth Leadership (V.I.C.A.)	Related Knowledge		
	I. Membership drive A. Student awareness B. Collection of dues C. Organization report D. Initiation ceremony	Explain VICA program Display VICA posters and signs Discuss chapter organization Advise initiation team Oversee initiation ceremony	Sup. Ref. B, Leadership Handbook, Vocational Industrial Clubs of America, Inc., 105 N. Virginia Ave., Falls Church, VA 20046
	II. Election of officers A. Duties of officers B. Qualifications C. Nomination of candidates D. Voting	New member initiation Explain duties and responsibilities of officers Discuss election procedures; oversee election	Sup. Ref. C, VICA Initiation Ritual, Vocational Instructional Services, F.E. Box 182, Texas A & M University, College Station, TX 77843
	III. Installation of officers A. Room arrangement B. Ceremony paraphernalia C. Parts and procedures	Explain officer installation ceremony Oversee ceremony	Sup. Ref. D, Official Installation Ceremony, Vocational Instructional Services, F.E. Box 182, Texas A & M University, College Station, TX 77843
	IV. Conducting club meetings A. Essentials of a good meeting B. Setting up meeting room 1. Room arrangement 2. Club equipment C. Order of business D. Business procedures	Discuss: Essentials of a good meeting Meeting order of business Meeting procedures Advise and guide meetings, parliamentary procedure	Sup. Ref. E, Roberts Rules of Order, newly revised, Scott, Foresman and Company, Glenview, IL 60025
	V. Form club committees A. Types of committees 1. Standing 2. Special B. Function of committees		
	VI. Plan club activities A. Types of activities 1. Fund raising 2. Civic 3. Social 4. Professional B. Typical club calendar	Review last year's club activities Club entertain new ideas	Chapter notebook (previous year)

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Youth Leadership (V.I.C.A.) (continued)	Task Detail 1. Design and display VICA posters, decorate class bulletin board 2. Initiate new members 3. Nominate officers 4. Elect officers 5. Install officers 6. Conduct first meeting a. Form standing committees b. Plan tentative annual calendar of events	Obtain permission and display Hold initiation day Perform initiation ceremony Hold officer election Perform officer installation	Sup. Ref. F, VICA Membership Yearbook, Voctional Instructional Services, F.E. Box 182, Texas A & M University, College Station, TX 77843

MAJOR BLOCK I INTRODUCTION	TASK: 2. Recite V.I.C.A. Motto And Pledge AIM: The student will identify VICA as an integral part of Vocational Industrial Education by comparing the goals of each. The student will further recognize the advantages for self-improvement by participation in this youth leadership program.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Youth Leadership (V.I.C.A.)	Related Knowledge		
	I. Purposes A. Develop youth leadership abilities B. Foster a deep respect for the dignity of work C. Promote high standards D. Help students attain a more purposeful life	Explain what V.I.C.A. is: its purposes; its goals	Sup. Ref. B
	II. History and background A. National B. State III. Symbolism A. Motto B. Pledge C. Creed D. Emblem and colors		Sup. Ref. G, Responsibility Of The Advisor To VICA, Vocational Instructional Services, F.E. Box 182, Texas A & M University, College Station, Texas 77843
	IV. Organizations A. Local chapters B. State association C. National organization V. Administration A. Elected officers B. Executive secretaries C. Advisory committees VI. Achievement program A. Leadership degrees 1. Classifications 2. Requirements B. Industrial degrees 1. Classifications 2. Requirements	Explain VICA organization and administration; achievement program	Sup Ref. H, Constitution & By-laws VICA Texas Association, Vocational Instructional Services, F.E. Box 182, Texas A & M University, College Station, TX 77843
	VII. Why V.I.C.A.	Guest speakers	Successful former VICA student Local and/or district officer

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Youth Leadership (V.I.C.A.) (continued)	Related Knowledge (con't.) A. Opportunity to develop leadership abilities 1. Serving as an officer of local, area, or state chapter 2. Attending leadership training conferences	Slide presentation: Tell students what to look for Show slides Discuss slides	Sup. Ref. I, Slide-Tape set, VICA Developing Leaders for Tomorrow's Industry, Vocational Instructional Services, F.E. Box 182. Texas A & M University, College Station, TX 77843
	B. Participate in local chapter activities 1. Meetings 2. Social functions 3. Service activities 4. Competitive activities	Explain and discuss chapter activities with students	Sup. Ref. J, Texas and National VICA Competitive Activities Guide, Vocational Instructional Services, F.E. Box 182, Texas A & M University, College Station, TX 77843
	C. Participate in area meeting and state convention 1. Leadership contests 2. Skill--speed contests 3. Technical information 4. Campaigns and elections	Explain and discuss areas of competition at area and state level Discuss students' preparation for events Refer to previous winners	Sup. Ref. K, VICA U.S. Skill Olympics Regulations, Vocational Industrial Clubs of America, Inc., 105 N. Virginia Ave., Falls Church, VA 22046
	D. Personal development and satisfaction		

MAJOR BLOCK I INTRODUCTION	TASK: 3. Conduct Club Business Meeting AIM: The student will be able to actively participate in planning, preparation, and conducting club business meetings within defined limits of acceptable business procedures.		
MINOR BLOCK B	**INFORMATION & TASK DETAIL**	**SUGGESTIONS FOR TEACHING**	**REFERENCES & AIDS**
Youth Leadership (V.I.C.A.)	Related Knowledge		
	I. Essentials of a good meeting	Passout: Leadership handbooks Discuss essentials and importance	Sup. Ref. B, Leadership Handbook, Vocational Industrial Clubs of America, Inc., 105 N. Virginia Ave., Falls Church, VA 22046
	II. Importance of good business procedures	Guest speaker	Professional parliamentarian
	III. Duties and responsibilities of officers	Explain: Duties and responsibilities of officers	
	IV. Planning the meeting A. The agenda B. Notification to members C. Facilities	Brainstorming session w/students "Preparations for meeting"	
	V. Set up for meeting A. Club paraphernalia and equipment	List: Club paraphernalia and equipment	
	B. Arrangement	Demonstrate: Room arrangement and setup for meeting	
	VI. Order of business		
	VII. Parliamentary procedure A. Importance of B. Application and use	Discuss: Parliamentary procedure; proper use; how to use	Sup. Ref. L, Workbook For Parliamentary Procedure and Key
		Assignment: Workbook	Sup. Ref. M, Parliamentary Procedure Examination Workbook and Key, Voctional Instructional Services, F.E. Box 182, Texas A & M University, College Station, TX 77843
	Task Detail	Test	
	1. Plan meeting	Students rehearse opening and closing ceremonies	
	2. Notify membership		
	3. Set up for meeting	Students set up for meeting	
	4. Conduct meeting a. Opening ceremony		
	b. Order of business--use parliamentary procedure	Students practice parliamentary procedures	
	c. Present program		
	d. Closing ceremony	Performance test: Conduct formal business meeting	Sup. Ref. N, Parliamen-Guide for Vocational Industrial Clubs, Gray, Jarrell D., Box 717, Commerce, TX 76528
	5. Clean up after meeting		

MAJOR BLOCK I INTRODUCTION	TASK: 1. Customs, Codes, and Laws in Early England AIM: The student will be able to describe the development of laws from earlier codes and customs.		
MINOR BLOCK C	**INFORMATION & TASK DETAIL**	**SUGGESTIONS FOR TEACHING**	**REFERENCES & AIDS**
History of Law Enforcement	Related Knowledge I. Developing society A. Families to clans B. Clans to tribes C. Tribes to nations II. Rules of behavior A. Codes and customs B. Common law C. Written laws III. Function of laws A. Protection of group B. Protection of individual 1. Property 2. Rights of individual C. Maintain status quo D. Remove threat IV. Early British law enforcement A. Anglo-Saxon period 1. Was a local matter 2. Local self-government 3. Small scattered groups 4. Group members enforced laws 5. Trial by ordeal 6. Punishments a. Fines b. Banishment c. Death 7. Police from "policier" a. French, word 600 A.D. b. Means "power of the people"	Explain division of labor and its advantages Discuss need for rules Questions and answers Questions	Ref. #1, Waters, James R. McGarth, Sheree A., Introduction to Law Enforcement, Charles E. Merrill Publishing Co., A Bell and Howell Co., Columbus, OH 43216 1974

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History of Law Enforcement (continued)	Related Knowledge (con't.) B. After Norman Conquest 1. Year 1066 2. Centralized administration 3. Crimes classified a. Against the state b. Against the individual C. William the Conqueror 1. Divided the country into shires 2. Administrator was reeve 3. Shire-reeve became sheriff 4. Constable was assistant 5. Grand jury replaced trial by ordeal a. Report was vere dictum b. Later called "verdict"	Quiz	

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MAJOR BLOCK I INTRODUCTION	TASK: 2. English Law From Thirteenth to Twentieth Century AIM: The student will be able to relate to the changes in society with developments in law enforcement.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History of Law Enforcement	Related Knowledge		
	I. Thirteenth century A. King John 1215 B. Signed Magna Carta 1. Guaranteed due process of law 2. Restored some self-government in civil cases 3. Result was two branches a. Criminal b. Civil 4. Circuit judges	Lecture List events on chalkboard	Ref. #1 Ref. #2, Leonard, V.A., The Police of the Twentieth Century, The Foundation Press, Inc., 1964
	II. Westminster Period A. 1285-1500 B. Statutes of Westminster 1. Bailiffs established a. Check out strangers b. Closing of city gate c. Sergeants assisted d. Means "great scrutinizers" 2. Justice of peace established 1361 a. Counsel sheriff b. Made arrests c. Set bail d. Handled imprisonment 3. Regulated roads 4. Controlled prostitution	Questions and answers	Ref. #3, Radelet, Louis A., The Police and the Community--Second Edition Glencoe Press, 17337 Ventura Blvd., Encino, CA 91316, 1977

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History of Law Enforcement (continued)	Related Knowledge (con't.) 5. Kings court of Star Chamber III. 1500 to 1800 A. Period of great change 1. Social 2. Economic 3. Rural to urban 4. Farming to sheep raising B. Oliver Cromwell--1665 1. Military police 2. Police districts a. Mounted police b. Provost marshal C. Henry Fielding--1749 1. Bow Street Runners a. Urban foot patrol b. Rural mounted patrol D. Important developments 1. Habeas Corpus bill 2. Bill of Rights E. Living conditions 1. Thousands flock to cities a. Uneducated b. Unskilled 2. Great slums developed 3. Starving turned to crime a. Theft and prostitution b. Juvenile delinquency 4. Riots threaten society F. Society reacts 1. 160 crimes punishable by death		

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History of Law Enforcement (continued)	Related Knowledge (con't.)		
	2. Over 1,200 hanged in one month	List on chalkboard	
	IV. Sir Robert Peel		
	A. Home Secretary of Britain		
	B. "Peelian Reform" 1829	Discuss in detail	
	C. Now known as "Peel's Principles"		
	D. County forces		
	E. Peel credited with modern law enforcement	Compare with officer recruitment Quiz	

MAJOR BLOCK I INTRODUCTION	TASK: 3. Development of American Law Enforcement AIM: The student will be able to relate the influence of the British system on American law enforcement and to describe its development.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History of Law Enforcement	Related Knowledge		
	I. Roots of American law enforcement		Ref. #1 Ref. #2
	A. Based on British	Demonstrate similarities	
	B. Peel's Principles		
	1. Police enforce crime laws		
	2. Assist society		
	C. Organization		
	1. Urban		
	2. Rural		
	II. Early developments		
	A. Night watches		
	1. Boston 1636		
	2. Rattle Watch--New York 1658	Explain term	
	3. Philadelphia 1700		
	B. Daytime police		
	1. Philadelphia 1833		
	2. New York City 1845	Questions and answers	
	a. First modern force		
	b. Paid by state		
	c. Both day and night shifts		
	C. Spoils system		
	1. To the victor		
	2. Appointed captain/ superintendent		
	3. Police corruption		
	D. Pendleton Act 1883		
	1. Establish civil service		
	2. Merit system		
	III. State police		
	A. Texas Rangers 1835		

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History of Law Enforcement (continued)	Related Knowledge (con't.)		
	1. Cattle rustlers		
	2. Mexican marauders		
	B. Massachusettes 1865	Explain why automobiles caused need	
	C. Connecticut 1902		
	D. Pennsylvania 1905		
	E. Others after WWI		
	IV. Federal Authority		
	A. Postal services		
	B. Interstate commerce		
	C. Money minting		
	D. Weights and measures		
	E. Maritime laws	Major block test	

MAJOR BLOCK I INTRODUCTION	TASK: 1. State Law Enforcement AIM: The student will be able to relate the many functions of law enforcement on the state level.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Present System	Related Knowledge I. Highway patrol functions A. Traffic B. Vehicle inspection C. Driver's license D. Trucking regulations E. Accident investigation F. Others II. Investigation/records III. Liquor/drug control IV. Parks and wildlife A. Natural resources B. Game law V. Fire safety VI. State health department VII. Agriculture department A. Scale inspection B. Other VIII. Support services A. Crime laboratory B. Police training C. Information system IX. Penal institutions	Discussion Questions and answers	Ref. #10 Ref. #11, Toler, Fred, Executive Director, Basic Peace Officer Training Course-Instructors Guides, Texas Commission on Law Enforcement Officer Standards and Education, Research and Development Section, Training Division, 1606 Headway Circle, Suite 100, Austin, TX 78754 Revised 1980

MAJOR BLOCK I INTRODUCTION	TASK: 2. Rural Law Enforcement AIM: The student will be able to describe the county sheriff department and relate some of its responsibilities.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Present System	Related Knowledge		
	I. Sheriff department		Ref. #10
	A. Size varies with counties	Discussion	
	B. Office of sheriff		
	1. Elected by people	Guest speaker	Local sheriffs department
	2. Few qualifications necessary		
	C. Chief deputy		
	D. Deputies		
	E. Constables		
	II. Responsibilities		
	A. Work with county commissioners		
	B. Maintain county jail		
	C. Execute court processes		
	D. Execute writs, warrants, etc.		
	E. Investigate rural crimes		
	F. Make arrests		
	G. Keep the peace		
	H. Patrol roads		
	III. Problems		
	A. Land area		
	B. Population shift		
	C. Crime rate		

MAJOR BLOCK I INTRODUCTION	TASK: 3. Municipal Police Organization AIM: The student will be able to describe the organizational structure of a large municipal police force.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Present System	Related Knowledge		
	I. Personnel	Lecture	Ref. #5, Unit 2c2
	A. Police commission		
	B. Chief of police		
	C. Captains		
	D. Lieutenants		
	E. Sergeants		
	F. Officers	Compare to military	
	II. Organizational structure		
	A. Operations		
	1. Patrol division		
	2. Traffic division		
	3. Investigation division		
	4. Juvenile division		
	5. Vice control		
	B. Administrative		
	1. Training		
	2. Personnel		
	3. Inspection		
	C. Support/service		
	1. Jail facilities		
	2. Records & communications		
	3. Report review unit		
	4. Facilities unit		
	5. Crime laboratory		
	6. Vehicle maintenance		
	7. Public relations	Minor block test	

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MAJOR BLOCK II INVESTIGATION	TASK: 1. Basic Principles of Gathering Information AIM: The student will be able to relate the important aspects of gathering information at a crime scene investigation.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction	Related Knowledge		
	I. Information from people		
	A. Victims and witnesses 1. Identify offender 2. Describe offender 3. What happened 4. Method and direction of flight 5. What to look for 6. Stolen property 7. What offender: a. Did and said b. Touched c. Left at the scene	Lecture Questions and answers	Ref. #5
	B. Offenders 1. Alibi 2. Motive 3. Involvement of others	Guest speaker	Local P.D. investigation division
	4. Their statement or confession	Read Article 38.22 and interpret	Ref. #7
	5. Location of stolen property	Passout on Miranda warning	Teacher prepared
	II. Information from physical things		
	A. Changes in conditions 1. Victims injuries 2. Offender 3. Crime scene a. Dents and scratches b. Things moved c. Others	Read Article 38.02 and discuss	Ref. #7

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction (continued)	Related Knowledge (con't.)		
	B. Material transfer theory		
	1. Things taken deliberately	Guest speaker	Police crime lab expert
	a. Hit and run auto		
	b. Tools used		
	c. Property		
	2. Things taken accidentally		
	a. Soil and dust		
	b. Victim's blood, hair, etc.		
	c. Carpet fiber		
	d. Paint flakes		
	e. Others		
	3. Things left deliberately		
	a. Bad checks, etc.		
	b. Cigarette butts		
	c. Bullets, weapons, etc.		
	d. Tools and materials		
	e. Semen		
	f. Others		
	4. Things left accidentally		
	a. Finger and palm prints		
	b. Footprints		
	c. Blood, hair, skin		
	d. Tire marks		
	e. Car parts and fragments		
	f. Others	Review and summarize Oral Quiz	

MAJOR BLOCK II INVESTIGATION	TASK: 2. Sources of Investigative Information AIM: The student will be able to list the sources of information that are available in making an investigation.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction	Related Knowledge		
	I. Crime or accident scene A. Produces physical evidence 1. Traces of offender 2. Acts that took place B. Must be protected	Discussion	Ref. #5, Section 4c
	II. Scientific assistance A. Crime laboratory 1. Local or state 2. Federal agencies B. Pathology laboratory 1. Morgue 2. Hospital C. Research laboratory 1. College or university 2. Large corporation	Guest speaker	
	III. People A. Victim's/complainants B. Witnesses C. Citizens in community 1. Bartenders 2. Barbers and hairdressers 3. Cab drivers 4. Mail carriers 5. Others D. Offenders and criminals 1. Protect yourself from charges 2. Keep your superior informed 3. Never compromise yourself E. Former arresting officers		

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction (continued)	Related Knowledge (con't.) IV. Records and documents A. Police records 1. Offense reports 2. Arrest records 3. Court disposition records 4. Modus operandi files 5. Fingerprint files 6. Traffic offense records 7. Others B. Local and state 1. Department of Public Safety a. Drivers license division b. Vehicle registration 2. Probation and parole offices 3. Public welfare offices 4. Attorney General's office 5. Court records 6. School records C. Federal 1. F.B.I. 2. U.S. Postal Service 3. Social Security Agency 4. Selective Service 5. Others V. Organizations and companies A. Special interest groups 1. N.R.A. 2. Motorcycle clubs 3. Fraternities B. Telephone companies 1. Name and address 2. Long distance calls		

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MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction (continued)	Related Knowledge (con't.) C. Utility companies D. Bonding companies E. Unions F. Insurance companies G. Others		

MAJOR BLOCK II INVESTIGATION	TASK: 1. Purpose and Function of Investigation and Evidence AIM: The student will be able to describe the purpose of investigation and to relate how evidence can be categorized.		
MINOR BLOCK B	**INFORMATION & TASK DETAIL**	**SUGGESTIONS FOR TEACHING**	**REFERENCES & AIDS**
Purpose and Function	Related Knowledge		
	I. Police functions A. Protect life and property B. Maintain peace C. Investigate 1. Determine facts 2. Identify offender 3. Aid in arrest and conviction	Discussion Discuss and demonstrate Elements Manual and its use	Ref. #4, Felkins, George T., Rules of Evidence, Delmar Publishers, Albany, NY 12205 1974
	II. Investigation determines A. What took place B. If violation occurred C. Who is responsible D. Evidence needed (corpus delecti)		Ref. #5, International Association of Chiefs of Police, Police Reference Notebook, I.A.C.P., Eleven Firstfield Rd., Gaithersburg, MD 20760 1978
	III. Burden of proof A. Civil--percentages B. Criminal--beyond reasonable doubt		
	IV. Evidence A. Kinds 1. Direct 2. Circumstantial 3. Real 4. Testimonial B. Degrees 1. Primary 2. Secondary C. Purposes 1. Demonstrate proof of fact 2. Disprove proof of fact	Illustrate with examples	Ref. #6, Services Subcommitte, Elements Manual, The Components of a Crime, The Prosecutor Council, P.O. Box 13555, Austin, TX, revised through 1983

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Purpose and Function (continued)	Related Knowledge (con't.)		
	3. Impeach witness		
	4. Establish credibility of witness		
	5. Establish competency		
	a. Of witness		
	b. Of evidence		
	6. Establish modus operandi	Explain modus operandi	
	V. Rules of evidence		
	A. Relevancy		
	B. Competency		
	C. Materiality		
	D. Chain of custody maintained		Ref. #7, Texas Criminal Laws--Code of Criminal Procedure, Article 38.23½, Texas Dept. of Public Safety, Austin, TX
	E. Exclusionary rule	Read aloud and discuss	
	VI. Court terms and phrases	Define and discuss	
	A. Res gestae		
	B. Reasonable doubt	Pass out information sheet of definitions	
	C. Presumption of innocence		Teacher prepared
	D. Trier of fact		
	E. Motive		
	VII. Evidence terms		
	A. Weight of evidence		
	B. Scintilla of evidence		
	C. Preponderence of evidence	Questions and answers	
	D. Opinion evidence		
	E. Parole evidence	Quiz	
	F. Hearsay evidence		

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MAJOR BLOCK II INVESTIGATION	TASK: 2. Laboratory Instruments in Investigation AIM: The student will be able to list some of the instruments used in the crime lab and describe their uses.		
MINOR BLOCK B	**INFORMATION & TASK DETAIL**	**SUGGESTIONS FOR TEACHING**	**REFERENCES & AIDS**
Purpose and Function	Related Knowledge		
	I. Light microscopes A. Most versatile tool 1. Identifies fine detail 2. Magnifies 3. Controls contrast	Field trip to crime laboratory or industry where available	Ref. #5, Unit 464
	B. Types 1. Stereo microscope 2. Phase microscope 3. Polarizing microscope		
	C. Uses 1. Evidence scanning 2. Biological specimens 3. Minerals, fibers, hairs	Discussion Demonstration Questions and answers	
	II. Emission spectrograph A. Determines elements in sample 1. Sample burned in arc 2. Gives off light 3. Light broken into wavelengths 4. Wavelengths recorded on film		
	B. Applications 1. Paint samples 2. Metal fragments 3. Others		
	C. Advantages 1. Use minute amounts 2. Provides permanent record		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Purpose and Function (continued)	Related Knowledge (con't.) III. Ultraviolet spectrophotometer A. Substance analysis 1. Sample in ultraviolet beam 2. Absorbs specific wavelengths 3. Absorption measured 4. Graphically recorded 5. Graph compared to known B. Advantages and disadvantages 1. Versatile 2. Indicates drugs present 3. Further tests necessary IV. Infrared spectrophotometer A. Similar to ultraviolet 1. Steps are same 2. Infrared beam instead B. Advantages and disadvantages 1. Much more specific 2. Complete identification possible 3. Problems with use a. Sample purity b. Pellet preparation C. Used to identify 1. Paint 2. Volatiles 3. Drugs 4. Fibers V. X-Ray defraction A. Elements identified 1. Molecular form 2. Crystalline structure		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Purpose and Function (continued)	Related Knowledge (con't.) 3. Photographic film recorded B. Advantages and disadvantages 1. Absolute identification 2. Uses small quantities 3. Does not destroy 4. Any crystalline substance a. Drugs b. Metals c. Paint VI. Chromotography A. Gas chromotography 1. Analysis of gas, liquid, solid 2. Applications a. Drugs b. Rubber c. Petroleum products d. Others B. Thin layer 1. Useful in drug ID 2. Works on sample solubility C. Electrophoresis 1. Similar to thin layer process 2. Uses electric current 3. Applications a. Drug ID b. Serology VII. pH meter A. Acid-alkaline test B. Electrodes and meter C. Applications		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Purpose and Function (continued)	Related Knowledge (con't.) 1. Soil samples 2. Corrosive solutions 3. Many more VIII. Conductivity bridge A. Ability to conduct current B. Increases with impurities C. Ink solutions vary IX. Refractometer A. Measures refractive index 1. Velocity of light in substance 2. Velocity of light in vacuum B. Most often used on liquid C. Applications 1. Organic liquid ID 2. Ethyl alcohol concentration X. Other lab instruments A. Computers B. Microprocessors C. Electron microscope D. Electron microprobe E. Others		

MAJOR BLOCK II INVESTIGATION	TASK: 1. Traffic Investigations AIM: The student will be able to describe the several types of investigations that involve traffic.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Types	Related Knowledge		
	I. Traffic law enforcement		
	A. Violation investigation	Discussion	Ref. #9, Texas Motor Vehicle Laws, List of Arrest Titles, Texas Dept. of Public Safety, Austin, TX 1983-1984
	1. Moving		
	2. Parking		
	3. Drivers license		
	4. Motor carrier		
	5. Pedestrian	Questions and answers	
	6. Registration and title		Ref. #5, Unit 4B1
	7. Vehicle		
	8. Other		
	B. Abandoned vehicles		
	1. Accident potential		
	2. Removal		
	C. Distressed motorist		
	1. Hazards		
	2. Assistance		
	II. Accidents	Guest speaker	Local P.D.--Traffic div.
	A. Expressway		
	1. Speed of traffic		
	2. Volume of traffic		
	3. Diversion routes		
	4. Location of events		
	B. Procedure		
	1. Control traffic		
	2. Ambulance		
	3. Mark evidence		
	a. Vehicle location		
	b. Skid marks		
	c. Debris, etc.		
	4. Remove obstructions		
	5. Investigation		
	III. Hit and run		
	A. Responsibility		
	1. Victim		

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Types (continued)	Related Knowledge (con't.) 2. High speed chase 3. Evidence B. Apprehension 1. Radio 2. Road blocks 3. Pursuit	Oral Quiz	

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MAJOR BLOCK II INVESTIGATION	TASK: 2. Inchoate Offense Investigation AIM: The student will be able to list and define types of inchoate offense investigations.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Types	Related Knowledge		
	I. Preparatory offenses A. Criminal attempt 1. Definition 2. No defense 3. Offense category	Discussion Give examples of case studies	Ref. #7, Texas Penal Code, Chapters 15-16
	B. Criminal conspiracy 1. Felonious intent 2. Agree to engage 3. Perform overt act 4. Inferred agreement 5. No defense 6. Offense category	Pass out inchoage offense listing	Teacher prepared
	C. Criminal solicitation 1. Capital felony 2. Asks or hires to commit 3. Exception to conviction 4. No defense 5. Offense category		
	D. Renunciation defense 1. Voluntary 2. Not voluntary		
	E. No offense		
	II. Criminal instrument and interception of wire or oral communication A. Unlawful use of criminal instrument 1. Possession with intent 2. Definition of criminal instrument 3. Offense category		

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Types (continued)	Related Knowledge (con't.) B. Unlawful interception of communication 1. Definitions 2. Offenses a. Interception b. Discloses c. Uses or reckless with d. Effects covert entry 3. Affirmative defenses 4. Devices 5. Affirmative defense 6. Offense category 7. Device seizure and disposition	Quiz	

MAJOR BLOCK II INVESTIGATION	TASK: 3. Crimes Against the Person Investigations AIM: The student will be able to list and define types of crimes considered to be offenses against the person.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Types	Related Knowledge I. Criminal homicide A. Murder B. Capital murder C. Voluntary manslaughter D. Involuntary manslaughter E. Criminally negligent homicide F. Suicide II. Kidnapping/false imprisonment A. False imprisonment B. Kidnapping C. Aggravated kidnapping III. Sexual offenses A. Public lewdness B. Indecent exposure C. Indecency with a child IV. Assaultive offenses A. Assault B. Sexual assault C. Aggravated assault D. Aggravated sexual assault E. Deadly assault 1. Officers 2. Court participant F. Injury to child or elderly G. Reckless conduct H. Terrorist threat I. Aiding in suicide J. Consumer product tampering	Discussion Examples of case studies Quiz	Ref. #7, Texas Criminal Laws, Chapter 19-22

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MAJOR BLOCK II INVESTIGATION	TASK: 4. Crimes Against Property Investigations AIM: The student will be able to list and define crimes against property investigations.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Types	Related Knowledge I. Property destruction A. Arson B. Criminal mischief C. Reckless damage II. Robbery A. Robbery B. Aggravated robbery III. Burglary/criminal trespass A. Burglary 1. Coin-operated machines 2. Vehicles B. Criminal trespass IV. Theft A. Theft 1. Property 2. Service 3. Trade secrets 4. Hot checks B. Unauthorized use 1. Vehicle 2. Boat 3. Airplane 4. Television interception and decoding C. Tampering-ID numbers D. Decoding/interception devices V. Fraud A. Forgery B. Criminal simulation C. Credit 1. Card abuse 2. False statements D. Insolvency	Discussion	Ref. #7, Texas Criminal Laws, Chapter 28-32

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Types (continued)	Related Knowledge (con't.) VI. Deceptive practices A. Deceptive business practices B. Commercial bribery C. Rigging contests D. Others	Quiz	

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MAJOR BLOCK II INVESTIGATION	TASK: 5. Public Order and Decency, Health, Safety and Morals AIM: The student will be able to list and define crimes against public decency, health, safety and morals.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Types	Related Knowledge		
	I. Disorderly conduct A. Disorderly conduct B. Riot C. Obstructing 1. Highways 2. Passageways D. Disrupting meetings E. False alarm or report F. Harassment G. Others	Discussion Read and interpret	Ref. #7, Texas Criminal Laws, Chapter 42-47 and 71
	II. Public indecency A. Prostitution 1. Promotion 2. Aggravated promotion 3. Compelling B. Obscenity	Questions and answers	
	III. Weapons A. Carrying weapons B. Exceptions C. Prohibited places D. Possession by felon E. Prohibited weapons F. Unlawful transfer G. Hoax bomb H. Explosive components		
	IV. Gambling A. Definitions and exceptions B. Promotion C. Keeping a place D. Communicating E. Devices F. Paraphernalia G. Evidence H. Immunity		

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Types (continued)	Related Knowledge (con't.) V. Public health A. Smoking B. Defense VI. Organized crime A. Defined B. Criminal activity C. Excluded defenses D. Immunity E. Defenses	Quiz	

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MAJOR BLOCK II INVESTIGATION	TASK: 6. Offenses Against the Family Ivestigations AIM: The student will be able to define crimes against the family.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Types	Related Knowledge I. Bigamy A. Defined B. Defense C. Offense category II. Incest A. Defined B. Offense category III. Child custody interference A. Defined B. Offense category IV. Enticing a child A. Defined B. Offense category V. Criminal nonsupport A. Defined B. Offense categories 1. Misdemeanor 2. Felony VI. Sale or purchase of child A. Defined B. Exceptions C. Offense categories VII. Child solicitation A. Defined 1. Age of child 2. Enticing B. Offenses 1. Misdemeanor 2. Felony VIII. Harboring runaway A. Age of child B. Conditions C. Defenses D. Reporting E. Offense classification	Discussion	Ref. #7, Texas Criminal Laws, Chapter 25

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MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Types (continued)	Related Knowledge (con't.) IX. Court order violation A. Family violence B. Definitions C. Offenses	Emphasize danger	

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MAJOR BLOCK II INVESTIGATION	TASK: 1. Preliminary Crime Scene Investigation AIM: The student will be able to outline the procedure for conducting a preliminary crime scene investigation.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigation Process	Related Knowledge I. Get there quickly A. Drive carefully B. Victim might die C. Evidence can be destroyed 1. By people 2. By weather D. Witnesses may leave 1. Excitement wears off 2. Do not want to be involved E. Facts distort with telling F. Allow no rehearsals 1. Criminal friends 2. Prepared alibis	Discussion Describe why this is usually a patrol function	Ref. #5, Unit 4c1
	II. Aid the injured A. First responsibility B. Render first-aid C. Call ambulance	Guest speaker to teach emergency first-aid and CPR	Health occupations teacher, nurse, or other expert
	III. Evaluate the scene A. Determine crime B. Arrest the criminal C. Question witnesses D. Send out radio alert 1. Describe suspect 2. Describe vehicle 3. Direction		
	IV. Preserve crime scene A. Allow no people on scene B. Extend security area C. Avoid touching anything D. Watch where you step E. Protect any evidence		

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) V. Interview and interrogate A. Complainant B. Eye witnesses C. Suspect--last VI. Notations A. Time of all events B. Identity of all present C. Results of interviews D. Remarks E. Physical evidence F. Field sketch of scene VII. Arrange for evidence collection VIII. Make full report A. Aid in arrest B. Compare M.O.'s Task Detail Have students practice emergency first-aid		

MAJOR BLOCK II INVESTIGATION	TASK: 2. Recording The Crime Scene AIM: The student will be able to describe the procedures used to record a crime scene.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process	Related Knowledge		
	I. Purposes A. Record important information B. Record of small details C. Aid report writing D. Aid in investigation E. Aid in prosecution	Discussion	Ref. #8
	II. Note taking methods A. Notebook 1. Convenient but slower 2. Good for quick review B. Tape recorder 1. Faster than writing 2. Not easily reviewed C. Check off sheet	Demonstrate	Ref. #5
	III. Photography A. Admissibility in court 1. Must be material evidence 2. Must not appeal to emotions 3. Must not prejudice 4. Must be accurate portrayal	Describe mechanics of photography	
	B. Procedure 1. General view a. Adjoining area b. Place crime occurred c. Eye level d. Distance 2. Medium view a. Distance 10 to 20 feet	Guest speaker	Photographer/teacher

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) b. Specific objects c. Details 3. Close-up a. Distance 1 to 5 feet b. Trace evidence C. Lighting 1. Must be adequate 2. No overexposures D. Marking--measurements 1. Marking point of interest a. Chalk circle around bullet hole in wall b. Pry marks on door 2. Measuring devices a. Indicate size b. Distances 3. Cautions a. Any of these in photo may suppress evidence b. Take photos without marks and measures first 4. Plastic overlays a. Marks on clear plastic b. Photo not disturbed E. Photo identification 1. Necessary for use as evidence a. Content b. Location c. Items d. Persons handling evidence		

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MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) 2. Note at crime scene a. Negative film for file and case number b. Subject c. Exact place d. Date and time e. Light used f. Camera--subject distance g. Camera height h. Type lens i. Camera settings j. Type film k. Photographer's name l. Witness name m. Remarks concerning case IV. Crime scene sketch A. Requirements 1. Size of area or building 2. Points of entry a. Doors and windows b. Roads and paths 3. Exact location of evidence 4. Camera location of each photo B. Record information 1. Accurate measurements a. All pertinent details b. Verified by witness c. Use convenient system 2. Compass direction 3. Whether to scale		

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MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) 4. Legends a. Explains symbols b. Case number c. Type crime d. Location e. Date and hour f. Name of investigator g. Other C. Methods 1. Rectangular coordination 2. Triangulation 3. Polar coordinates Task Detail Have students sketch a mock crime scene		

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MAJOR BLOCK II INVESTIGATION	TASK: 3. Search Procedure AIM: The student will be able to describe the several types of searching techniques.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process	Related Knowledge I. Purposes A. Determine the crime B. Determine M.O. C. Identification 1. Victim 2. Witnesses 3. Suspect	Discusstion	Ref. #8 Ref. #5
	II. Types of searches A. Sector search 1. Area divided into sections 2. Sections assigned individually 3. Reassigned for second search B. Strip search 1. Two to three 2. Walk parallel 3. Cover lengthwise first 4. Change direction for second C. Spiral search 1. Used for outside area 2. Start at outer perimeter 3. Spiral in to center 4. Reverse and spiral out D. Wheel search 1. Requires several people 2. All start at center 3. Search outward	Diagram search patterns	

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) 4. Rotate in one direction 5. Search back to center E. Point-to-point search 1. Directly to first evidence seen 2. Directly to next closest 3. Process repeated	Oral quiz	
	Task Detail Set up a mock homicide scene. Plant both obvious and subtle clues. Divide students into teams. Have teams search scene and record findings		

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MAJOR BLOCK II INVESTIGATION	TASK: 4. Physical Evidence AIM: The student will be able to describe the procedures used to collect, mark, and maintain the chain of custody of physical evidence.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process	Related Knowledge I. Maintain integrity of evidence A. Items must be: 1. Found at scene 2. Connected to accused 3. Related to crime B. Officer must show: 1. Evidence not altered 2. Positively identified II. Crime scene protection A. Prevent contamination 1. Keep people out 2. Do not touch B. Maintain rigid security 1. Sketched or photographed 2. Search for clues 3. Collect evidence III. Collecting evidence A. Sensitivity a "must" 1. Things out of place 2. Things that do not belong B. After locating evidence 1. Must be photographed 2. Measurements made 3. Located on sketch 4. Described by notes 5. Processed for prints C. Do's and don'ts 1. Do not alter evidence 2. Collect generous samples 3. Collect control sample	Discussion Emphasize the importance Relate case studies	Ref. #5

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) a. Soil from yard b. Carpet fiber without stains D. Evidentiary matter 1. Called standards 2. Used for comparison		
	IV. Marking and packaging A. Each piece marked 1. As soon as moved 2. Use badge number 3. Affix information a. Date b. Case number c. Identification B. Marking process 1. Metal objects scribed 2. Ink on absorbent articles 3. Small objects in container 4. Liquid in original container 5. Caution--never cover I.D. marks C. Packing and labeling 1. Individual containers 2. Seal against contamination 3. Label to include: a. Case number b. Inventory number c. What, where, who, etc.	Show examples	
	V. Chain of possession A. Must be maintained 1. From collection to court 2. Integrity and admissibility B. Safeguards 1. Limit handling		

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) 2. Records of who had possession 3. Maintain signed receipts 4. Check I.D. marks on items 5. Check and note condition		

MAJOR BLOCK II INVESTIGATION	TASK: 5. Collecting Fingerprint Evidence AIM: The student will be able to describe some of the important types of fingerprint evidence and to discuss collection procedures.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process	Related Knowledge		
	I. Early attempts at identification	Discussion	Ref. #5, Unit 4c4
	A. Bertillonage system	Stress importance of fingerprints	
	B. Dactyloscopy		
	1. Early orient		
	2. William Herschel--1858		
	3. Francis Galton--classified fingerprint patterns	Importance of crime scene protection	Ref. #4
	4. Juan Vucatich--Spanish classification system		
	5. Edward Henry--Henry-Galton		
	II. Modern classification		
	A. Basic line patterns	Illustrate on chalkboard	
	1. Plain arches		
	2. Tented arches		
	3. Radial loops		
	4. Ulnar loops		
	5. Whorls		
	B. Sub-patterns		
	1. Delta-outer terminus		
	2. Core-inner terminus		
	3. Imaginary line		
	III. Types of fingerprints	Explain	
	A. Latent		
	B. Visible		
	C. Plastic		
	IV. Fingerprint considerations		
	A. One of a kind		
	B. May reveal type work done by individual		
	C. May reveal skin type		

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) D. Life span of latent prints 1. Climatic conditions 2. Physical characteristics and emotions of person 3. Type of surface V. Fingerprint search A. Magnifying glass B. Oblique light C. Systematic search 1. Point of entry 2. Tool marked area 3. Items handled 4. Broken glass 5. Master bedroom a. Underside of furniture b. Drawers 6. Kitchen a. Glasses b. Refrigerator 7. Liquor cabinet 8. Tools and weapons VI. Dusting procedure A. Powder selection B. Testing prints C. Controlled application 1. Atomizer 2. Brush a. Dry and loose b. Clean after use 3. Steps a. Use small quantity b. Brush gently c. Gradually add powder d. Clean off excess D. Recording 1. Photography	Demonstrate	

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) a. Problems b. Identification 2. Lifting with tape		
	VII. Lifting procedure A. Problems 1. Air bubbles 2. Print damage B. Steps 1. Pull tape to cover print plus 1" margins 2. Press to surface 1" from print 3. Press by rubbing from starting point 4. Cut tape and rub 5. Remove tape by lifting one end 6. Place backing on print 7. Place print on card 8. Record data	Demonstrate Quiz	
	Task Detail 1. Ink and transfer prints to fingerprint card 2. Dust for and lift latent prints		

MAJOR BLOCK II INVESTIGATION	TASK: 6. Physical Evidence at Crime Scenes AIM: The student will be able to describe several types of evidence that can link a suspect to a crime scene.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process	Related Knowledge		
	I. Tool marks		
	A. Definition	Discussion	
	B. Types		
	1. Impressions	Show examples of matching	Ref. #5, Unit 4c4
	2. Striations		
	3. Combination		
	C. Found at point of entry	Relate case studies	
	D. Photographed and sketched		
	E. Preserving		
	1. Small objects to lab		
	2. Protect from contamination		
	F. Burglar tool possession		
	G. Tool classes		
	1. Jimmy type		Ref. #6
	2. Cutting type		
	3. Jaw type		
	H. Surfaces		
	1. Wood		
	2. Metal		
	I. Identification		
	1. Trace material		
	2. Tests		
	3. Microscopic exam		
	J. Casting tool marks		
	1. Test on similar surface		
	2. Casting compounds		
	a. Silicon rubber		
	b. Dental compounds		
	c. Silastic		
	3. Retaining wall		
	4. Mix and apply	Demonstration	
	5. Label and record	Practice procedure	
	6. Handle and package with care	Oral quiz	

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) II. Firearms evidence A. Hand guns 1. Revolvers 2. Semi-automatic B. Long guns 1. Rifles 2. Shotguns C. Serial numbers 1. Locations 2. Owner registration D. Handling and packaging E. Bullets and casings 1. Handling 2. Packaging 3. Labeling F. Firearm safety 1. Unloading procedure a. Semi-automatic pistols b. Revolvers c. Rifles d. Shotguns 2. Transporting and storing a. Personal safety b. Trunk of patrol car c. Tagging d. Ammunition III. Bloodstains A. Identification 1. Color varies 2. Field testing a. Benzidine b. Leuco-malachite c. Luminol 3. Collecting a. Absorbent paper b. Eye dropper c. Scraping	Demonstrate procedure	

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MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.)		
	4. Records a. Photographs b. Notes 1) Shape, size, color 2) Direction of splash 3) Wet, moist, dry 4) Crime scene sketch	Display record forms	
	5. As evidence a. Conclusive b. Exclusionary		
	IV. Semen A. Components 1. Fluid 2. Spermatozoa B. Field detection 1. Color 2. Consistency 3. Alkaline odor C. Crime scene search 1. Bedroom 2. Clothing 3. Victim D. Collection 1. Dry stains 2. Moist stains E. Packaging F. Marking and labeling G. As evidence 1. Conclusive 2. Exclusionary	Discuss sex crimes, homicide, and arson	
	V. Hair and fiber A. Hair structure 1. Root or bulb 2. Shaft 3. Tip 4. Medulla 5. Cortex	Illustrate on chalkboard	

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.)		
	6. Cuticle		
	B. Characteristics		
	1. Race		
	a. Negroid		
	b. Mongoloid		
	c. Caucasian		
	2. Age		
	3. Sex		
	4. Body region		
	C. Standard samples	Demonstrate with microscope	
	1. Victim		
	2. Suspect		
	3. Packaging		
	4. Labeling		
	D. Fibers		
	1. Classes		
	a. Animal		
	b. Vegetable		
	c. Mineral		
	d. Synthetics		
	2. Standard samples		
	a. Clothing		
	b. Rug, drapes, etc.		
	c. Packaging		
	d. Labeling		
	E. Evidence collection		
	1. Crime scene		
	2. Outdoor crime scene		
	3. From suspect		
	4. Automobile		
	a. Hit and run		
	b. Used in crime		
	F. Use as evidence		
	1. Conclusive		
	2. Exclusionary		
	VI. Clothing		
	A. Evidence carrier		
	1. Microscopic solids		
	2. Liquid stains		
	B. Whole items		
	1. Labels		

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.)		
	2. Cleaner marks	Explain invisible ink	
	3. Laundry marks		
	C. Other apparel		
	1. Footwear		
	2. Hats, gloves		
	3. Underwear		
	D. Identification value		
	VII. Paint		
	A. Collecting procedure		
	1. Dry paint		
	2. Wet paint		
	B. Sample handling		
	1. Chips		
	2. Wet paint		
	C. Auto paint		
	1. Make and year	Explain matching procedure	
	2. Certain paint--certain car		
	VIII. Broken glass		
	A. Crime reconstruction	Diagram crime scene	
	1. Burglary		
	2. Shooting incidents		
	3. Assaults with bottle		
	4. Hit and run		
	B. Fractures		
	1. Radial lines		
	2. Concentric lines		
	3. Conchoidal fractures		
	C. Glass evidence	Show examples	
	1. Burglary		
	a. Trace evidence on edges		
	b. Direction of force		
	c. Fingerprints		
	2. Auto glass		
	a. Safety glass structure		
	b. headlights lens		
	c. Hit and run matching		

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) IX. Foot and tire prints A. Photograph first 1. Speed graphic on tripod 2. Place ruler 3. Shoot from directly above 4. Flash to side and low B. Walking patterns 1. Four or more prints 2. Valuable information 3. Length of step 4. Angle of foot 5. Direction line C. Casting in firm base 1. Frame 2. Mixing plaster 3. Pouring 4. Reinforce 5. Identification D. Casting in sand or fine powder 1. Spray with shellac 2. Spray with light oil 3. Proceed with plaster E. Casting in snow 1. Wet snow 2. Dry snow F. Removal	Test	
	Task Detail Practice various types of evidence locating and collecting		

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MAJOR BLOCK II INVESTIGATION	TASK: 7. Follow-up Investigation and Surveillance AIM: The student will be able to relate the duties of the follow-up investigator and to describe the investigative procedure that goes beyond the crime scene.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process	Related Knowledge I. Follow-up investigator A. Usually a detective 1. Special training and skills 2. Experience 3. Freedom of movement B. Works more serious crimes 1. Rape, homicide 2. Big money cases 3. Unusual cases II. Tasks performed A. Collects evidence B. Records information C. Compares for M. O. D. Interviews E. Interrogates III. Responsibilities A. Arrest offender 1. Uses patrol division a. Collects evidence b. Collects information 2. Detective work B. Recover property 1. Interviews criminals 2. Checks dealers 3. Interrogates suspect C. Investigate similar crimes 1. Compares M.O.'s 2. Uses witnesses of uncleared crimes 3. May use line-up	Discussion	Ref. #5, Unit 4c1 Ref. #8

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.)		
	D. Assist prosecution		
	1. Collects evidence		
	2. Prepares reports		
	IV. Surveillance		
	A. Purposes		
	1. Crime detection/ prevention		
	2. Justify search warrant		
	3. Intelligence gathering		
	4. Suspect arrest		
	5. Learn associations		
	6. Property recovery		
	B. Types		
	1. Covert		
	2. Overt		
	C. Methods		
	1. Fixed		
	2. Moving	Describe types of evasions	
	a. On foot		
	b. Vehicles		
	3. Combined		
	4. Stakeouts		
	D. Advantages and disadvantages	Quiz	

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MAJOR BLOCK II INVESTIGATION	TASK: 8. Interviews and Interrogations AIM: The student will be able to explain the differences between interviewing and interrogating.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process	Related Knowledge		
	I. Definitions A. Interview B. Interrogation	Discussion	Ref. #8, Schultz, Donald O., Criminal Investigation Techniques, Gulf Publishing Company, Houston, Texas 1978
	II. Purpose A. Establish facts B. Verification C. Gather evidence		
	III. Legality A. Constitutional rights B. Miranda warning C. Exclusionary rule D. Res gestae statements	Read parts that apply Relate case studies Question-answer session	Ref. #5, Unit 4c2
	IV. Procedure A. Interview 1. Willing subject 2. Timing 3. Place of interview 4. Low key method B. Interrogation 1. Possible suspect 2. Reluctant witness 3. Timing 4. Place of interrogation 5. Formality 6. Witness present		
	V. Witness ability factors A. External factors 1. Distance 2. Weather conditions 3. Others B. Physical abilities C. Emotional factors D. Experience-education E. Interest differ		

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MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) 1. Child, adolescent, adult 2. Male, female F. Prejudice 1. Racial bias 2. Class difference	Quiz over lesson	
	Task Detail Conduct mock interviews Conduct mock interrogations		

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MAJOR BLOCK II INVESTIGATION	TASK: 9. Cultivating and Using Informants AIM: The student will be able to describe how informants can be cultivated and used in police work.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process	Related Knowledge		
	I. Types of informants		
	A. Reputable citizens	Discussion	Ref. #5, Unit 4c2
	1. Business people		
	2. Newspaper reporters		Ref. #8
	3. Insurance investigators		
	B. Public service people	Guest speaker	Local P.D. Detective Div.
	1. Parking attendants		
	2. Taxi drivers		
	3. Barbers		
	4. Bartenders		
	5. Others		
	C. Not so reputable people		
	1. Probated criminals		
	2. Parolees		
	3. Prostitutes		
	4. Prisoners		
	II. Motives of informants		
	A. Civic duty		
	B. Fear		
	1. Of police action		
	2. Of cohorts		
	C. Financial gain		
	D. Revenge		
	E. Gratitude		
	F. Competition		
	1. Eliminate rival		
	2. Divert suspicion		
	G. Repentance		
	H. Personality quirk		
	I. Self importance		
	III. Management of informant		
	A. Identity on file		
	1. Confidential		
	2. Absolute security		

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Investigative Process (continued)	Related Knowledge (con't.) B. Background dossier 1. Occupation 2. Income 3. Criminal record 4. Habits and routine C. Code name or number IV. Methods of contacting A. Dangers involved B. Meeting arrangements V. Payment VI. Handling informants VII. Informant information in the courts A. Hearsay evidence B. Credibility C. Reliability	Quiz over Minor Block D	

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MAJOR BLOCK II INVESTIGATION	TASK: 1. Fourth Amendment Limitations AIM: The student will be able to describe limitations placed on police by the Fourth Amendment of the Bill of Rights.		
MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Limitations	Related Knowledge I. Fourth Amendment A. Right to be secure 1. Person 2. Houses 3. Papers and effects B. Unreasonable searches and seizures C. No warrants issued 1. Without probable cause 2. Supported by oath 3. Place to be searched 4. Person or things to by seized II. Probable cause A. Definition B. Exceptions 1. Plain view rule 2. Incident to lawful arrest 3. Stop and frisk 4. Private citizen search III. Exclusionary rule A. Unlawful seizure B. Evidence excluded C. Main protection IV. Test cases A. Weeks v. U.S.--1914 1. Excluded illegal evidence 2. Federal agent only 3. Silver platter doctrine B. Elkins v. U.S.--1961	Read amendment aloud and explain Question-answer	Ref. #10, Williams, V.L., Formby, W.A., Watkins, J.C., Introduction to Criminal Justice, Delmar Publishers, Albany, NY, 1982

MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Limitations (continued)	Related Knowledge (con't.) 1. No illegal evidence in federal prosecution 2. Ended silver platter doctrine C. Mapp v. Ohio--1961 1. Tested state right 2. Conviction on illegal evidence 3. Conviction overturned V. Entrapment A. Sherman v. U.S.--1958 B. Definition	Oral quiz	

MAJOR BLOCK II INVESTIGATION	TASK: 2. Fifth and Sixth Amendment Limitations AIM: The student will be able to describe limitations placed on police by the Fifth and Sixth Amendments of the Bill of Rights.		
MINOR BLOCK E	**INFORMATION & TASK DETAIL**	**SUGGESTIONS FOR TEACHING**	**REFERENCES & AIDS**
Limitations	Related Knowledge I. Fifth Amendment A. Grand Jury necessary B. Double jeopardy C. Witness against self D. Due process II. Sixth Amendment A. Speedy public trial B. Impartial jury C. Informed of charges D. Witnesses 1. Against 2. In favor E. Assistance of counsel III. Supreme Court decisions A. Twining v. N.J.--1908 1. Involved fifth amendment 2. States did not have to grant B. Brown v. Miss.--1936 1. Offended principles of justice 2. Found for defendant C. Maloy v. Hogan--1964 1. Hearing testimony 2. Set precedent 3. Fifth amendment applied to investigative process D. Escobedo v. Ill.--1964 1. Right to counsel 2. Shift from investigation to accusation 3. Permitted to consult lawyer	Read amendments aloud and explain Discussion	Ref. #10

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MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Limitations (continued)	Related Knowledge (con't.) E. Miranda v. Ariz.--1963 1. Miranda warning a. Right to remain silent b. Anything said will be used in court c. Right to attorney present d. Attorney appointed if cannot afford e. May stop answering at any time 2. "In custody" defined a. Arrest not necessary b. Freedom of action denied c. Rights take effect	Quiz	

MAJOR BLOCK II INVESTIGATION	TASK: 1. Describe Persons AIM: The student will be able to describe people in order to increase the chances for their being found or apprehended.		
MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Identification	Related Knowledge		
	I. Descriptions from witness A. Calm down witness 1. Sit and relax 2. Time to think 3. Record is given 4. Ask questions B. Avoid generalities C. Define terms 1. How short is short 2. How fat is fat	Discussion	Ref. #12, McGreedy, Kenneth R., Theory and Methods of Police Patrol, Delmar Publishers, Albany, NY, 12205 1974
	II. General characteristics A. Size 1. Height 2. Weight 3. Build 4. Deformities	Questions	
	B. Race 1. Caucasian 2. Negro 3. American Indian 4. Mexican 5. Oriental	Discuss racial characteristics	
	C. Skin 1. Color 2. Complexion 3. Birthmarks 4. Scars 5. Body hair 6. Tattoos		
	D. Age 1. Estimates vary 2. Ask for comparison 3. Ask for number	Explain why "old" and "young" are not good descriptions	
	E. Voice 1. Deep,high, etc.		

MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Identification (continued)	Related Knowledge (con't.) 2. Speech impediments 3. Exact words 4. Terms and phrases 5. Accent F. Mannerisms 1. Walking 2. Facial expressions 3. Tics III. Facial characteristics A. Shape 1. Face 2. Head B. Hair 1. Color 2. Length 3. Hair line 4. Part line 5. Texture C. Eyes 1. Color 2. Expression 3. Location 4. Shape 5. Glasses D. Eyebrows 1. Shape 2. Density E. Chin 1. Shape 2. Vertex 3. Jaw line F. Nose 1. Length 2. Width 3. Shape G. Mouth 1. Width 2. Lips 3. Teeth H. Cheekbones	Point out examples	

MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Identification (continued)	Related Knowledge (con't.) I. Ears 1. Shape 2. Lobes J. Face hair 1. Beard 2. Moustache 3. Sideburns IV. Clothing A. No leading questions B. Hat or cap C. Shirt or sweater D. Trousers E. Foot wear F. Coat or jacket G. Jewelry V. Pictures A. Mug books B. Artist sketches C. Composites	Explain advantages and disadvantages	
	Task Detail Have students view a "suspect" and make a detailed description. Compare the descriptions. Make out a report		

MAJOR BLOCK II INVESTIGATION	TASK: 2. Property Description AIM: The student will be able to list details of information necessary to locate and identify stolen property.		
MINOR BLOCK F	**INFORMATION & TASK DETAIL**	**SUGGESTIONS FOR TEACHING**	**REFERENCES & AIDS**
Identification	Related Knowledge		
	I. Introduction A. Goals of property recovery 1. Reduce cost of crime 2. Reduce profit motive 3. Public relations B. Reports 1. Technically accurate 2. Understandable terms 3. Detailed	Discussion	Ref. #12
	II. Stolen property list A. Most valuable first B. List in diminishing value C. Complete description and value D. Total number of each E. Total value of everything	Describe and illustrate	
	III. Article identification A. Manufacturer's name B. Style, model number C. Serial number 1. Owner records 2. Warranty card 3. Repair service records 4. Bill of sale	Locate on various articles	
	IV. Description A. Physical dimensions B. Shape or design C. Weight if unusual D. Color in common terms E. I.D. marks F. Accident marks 1. Scratches		

MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Identification (continued)	Related Knowledge (con't.) 2. Dents G. Material H. Overall condition V. Value A. Fair market value B. Articles with no value 1. Check-no value until cashed 2. Personal papers, etc. 3. No value entry VI. Frauds A. Lost article reported stolen B. Overstated values VII. Supplements A. Catalog pictures B. Others with same model C. Descriptions 1. From sales clerk 2. From dealer	Estimate fair value of several articles	
	Task Detail Make out stolen property report		

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MAJOR BLOCK II INVESTIGATION	TASK: 3. Sources of Assistance in Identification AIM: The student will be able to relate state and federal agencies that aid in identifying people and property.		
MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Identification	Related Knowledge		
	I. Texas Dept. of Public Safety	Discussion	
	A. Texas Crime Information Center--T.C.I.C.		Ref. #11
	1. Guns 2. Stolen articles 3. Stolen/wanted vehicles		Ref. #5, Unit 4A13
	4. Wanted persons 5. Stolen license plates 6. Stolen/embezzled/missing a. Securities b. Stocks/bonds c. Currency		
	B. Identification and Criminal Records Div.		
	1. Operate crime labs 2. Central fingerprint records 3. Criminal history records 4. M.O. files 5. Access to T.C.I.C. files a. Missing/wanted persons b. Stolen property 6. Access to D.P.S. driver record computer 7. Access to Texas Hwy. Dept. vehicle registration files		

MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Identification (continued)	Related Knowledge (con't.) II. National Crime Information Center--N.C.I.C. A. Began operations--1967 B. Computerized index 1. Remote terminals 2. Information in seconds C. Computer location 1. FBI headquarters 2. Washington D.C. D. Information 1. Stolen property a. Vehicles b. Guns c. Other 2. Wanted persons E. Access procedure	Minor block test	

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MAJOR BLOCK III PATROL PROCEDURE	TASK: 1. Patrol Objectives AIM: The student will be able to relate the importance of police patrol and to describe its purposes.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction	Related Knowledge		
	I. Purpose of patrol		
	A. Crime prevention	Discussion	Ref. #11
	B. Suppression of crime		
	C. Apprehension of criminals		Ref. #12
	D. Preserve the peace		
	E. Regulate noncriminal conduct		
	F. Protect life and property		
	G. Provide services		
	II. Preparation for patrol		
	A. Personal appearance	Explain importance	
	B. Proper uniform		
	C. Shift orientation		
	D. Equipment		
	E. Activity log review		
	III. Types of patrol		
	A. Motorized patrol		
	B. Foot patrol		
	C. Others		
	IV. Patrol division		
	A. Size		
	B. Importance		
	V. Patrol analysis		
	A. People		
	B. Property		
	C. Places		
	D. Situations		
	E. Daytime		
	F. Night		
	VI. Knowledge of area		
	A. Geographical		
	B. Persons		
	C. Places		

MAJOR BLOCK III PATROL PROCEDURE	TASK: 2. Patrol Operations and Calls AIM: The student will be able to describe types of routine patrol and the procedure used to answer calls.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction	Related Knowledge I. Conspicuous patrol A. Use of lights B. Random route C. Random times D. Back tracking E. Speed F. Checking homes G. Checking businesses II. Inconspicuous patrol A. Without lights B. Stationary observation C. Surveillance D. Hidden III. Reporting A. Hazardous conditions B. Traffic signal malfunctions C. Crime hazards 1. Buildings 2. Homes D. Others IV. Police calls A. Code 1--emergency 1. Officer needs help 2. Felony in progress 3. Major accident 4. Others 5. Procedure B. Code 2--urgent 1. Officer needs assistance 2. Injured person 3. Fire 4. Gang fight 5. Others 6. Procedure	Discussion	Ref. #5 Ref. #11 Ref. #12

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction (continued)	Related Knowledge (con't.) C. Code 3--routine V. Answering calls A. Driver responsibility B. Moving through traffic 1. Passing 2. One way streets 3. Freeways C. Using siren D. Stress safety		

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MAJOR BLOCK III PATROL PROCEDURE	TASK: 1. Field Interrogation AIM: The student will be able to describe a proper field interrogation.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities	Related Knowledge I. Legality justified A. Reasonable suspicion B. Probable cause	Discussion	Ref. #12
	II. Location A. Officer safety B. Lighting C. Traffic D. Escape routes		
	III. Approaching subject A. On foot B. In vehicle	Demonstrate	
	IV. Position A. Potential danger B. Angle of position C. Distance D. Second officer		
	V. Frisk or pat-down A. For weapons only B. Limitations		
	VI. The interview A. Explain stop 1. Friendly 2. Polite B. Use conversational tone C. Steady pace of questions D. Change subject quickly E. I.D. documents 1. Unreliable a. Credit cards b. Birth certificate c. Social Security card 2. Reliable a. Driver's license		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities (continued)	Related Knowledge (con't.) b. Military classification c. Selective Service card d. Military I.D. card e. Alien I.D. card F. Cautions 1. Subject to remove from wallet 2. Be attentive VII. Field interrogation card A. Double check information B. As investigative tool C. Check out before releasing D. Circulate detective div. VIII. End interview with care	Explain dangers	
	Task Detail Have mock interviews		

MAJOR BLOCK III PATROL PROCEDURE	TASK: 2. Misdemeanor Vehicle Pullover AIM: The student will be able to describe the correct procedure for conducting a misdemeanor pullover.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities	Related Knowledge		
	I. Dangers involved		
	A. Many officers killed	Discussion	Ref. #5, Units 4A3
	B. No routine arrests		Ref. #5, Units 4B2
	C. Develop and use safe procedure	Stress safety	
	D. Officer liability		
	II. Observe and pursue		Ref. #12
	A. Decision to cite		
	1. Made before stop		
	2. Not on driver attitude		
	B. Select site for stop		
	1. Road condition		
	2. Escape routes		
	3. Traffic		
	III. Signal for stop		
	A. Simplest means first		
	1. Horn		
	2. Hand singles		
	3. Headlights		
	B. Signal other drivers		
	1. Unusual activity		
	2. Flashing lights		
	C. Siren as last resort		
	IV. Call in information		
	A. Vehicle license number		
	B. Location		
	C. Purpose		
	V. Stop procedure		
	A. Minimize hazards		
	1. Freeway		
	2. Bridges		
	B. Park far right		
	1. Highway shoulder		
	2. Street curb		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities (continued)	Related Knowledge (con't.) C. Patrol unit 1. Position 2. Distance 3. Use of lights VI. Approach A. Shields 1. Patrol unit 2. Doors B. Weapon hand free C. Officer position D. Left side approach E. Right side approach VII. First contact A. Polite greeting B. Explain stop C. Driver's license D. Proof of liability VIII. Issue citation A. Weather conditions B. Outside position C. Remain attentive D. Explain and get signature E. Observe violator IX. Passenger officer A. Confers with dispatch B. Spotlight mirror C. Observes occupants D. Position E. Safety function	Oral quiz	
	Task Detail Practice mock misdemeanor pull-overs		

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MAJOR BLOCK III PATROL PROCEDURE	TASK: 3. Felony Vehicle Pullovers AIM: The student will be able to describe the procedure for making a felony pullover.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities	Related Knowledge		
	I. One officer		
	A. Call in	Discussion Stress safety	Ref. #12
	1. License number		
	2. Description of vehicle		
	3. Description of occupants		
	4. Location and direction		
	5. Speed		
	6. Assistance needed		
	B. Verify the want		
	II. Following		
	A. Slowly and cautiously		
	B. Wait for backup if possible		
	C. Distance varies		
	1. Day or night		
	2. Traffic		
	D. Parallel streets		
	III. Pullover		
	A. Select the site		
	B. Notify dispatcher	Diagram	
	C. Use lights and horn		
	D. High beam and spot		
	IV. Patrol unit positions		
	A. Offset	Diagram	
	B. Angle left		
	C. Angle right		
	D. Followup		
	E. Leftside method		
	V. Suspect control	Explain confusion factor	
	A. Commands		
	1. Loud and clear		
	2. One at a time		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities (continued)	Related Knowledge (con't.) B. Hands in sight C. Remove keys and throw 1. Left hand only 2. Right one in sight D. Driver head/arms out window E. Front passenger 1. Hands against windshield 2. Fingers spread F. Rear passengers 1. Hands top front seat 2. Palms against rear windshield VI. Suspect removal A. Lone driver B. Two or more 1. Wait for backup 2. Order to face front a. Right front first b. Arms extended c. Face away d. Middle passenger then driver C. Suspects outside 1. Kneeling search position 2. Spread-eagle position D. Rear seat suspect 1. Right rear after front emptied 2. Left rear E. Check inside and trunk VII. Two officers A. Much safer B. Passenger officer 1. Radio duties 2. Shotgun/rifle 3. Cautions a. Stay far apart b. Avoid line of fire		

MAJOR BLOCK III PATROL PROCEDURE	TASK: 4. Misdemeanor Frisk and Search AIM: The student will be able to describe misdemeanor frisk and search procedures.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities	Related Knowledge		
	I. Search before transporting A. Concealed weapons B. Conduct unpredictable	Discussion Stress safety	Ref. #12
	II. Misdemeanor searches A. Wall search 1. Suspect position a. Hands on wall b. Chest against wall 2. Officer position a. Right foot b. Left foot c. Right heel over instep 3. Head and right side 4. Neck and shoulders 5. Left half of body 6. Arms 7. Front of body 8. Crotch 9. Legs 10. Contraband 11. Weapons 12. Clothing/boots	Demonstrate	
	B. Standing search 1. Hands raised/open 2. Turn around 3. Fingers locked behind head 4. Feet spread wide 5. Hands clasped 6. Right half 7. Left half		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities (continued)	Related Knowledge (con't.) III. Handcuffs A. Use free hand B. Left wrist C. Wristlock position D. Right wrist IV. Considerations A. Size relationship B. Thoroughness	Demonstrate	
	Task Detail Practice searches Practice handcuff application		

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MAJOR BLOCK III PATROL PROCEDURE	TASK: 5. Felony Frisk and Search AIM: The student will be able to conduct proper felony searches.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities	Related Knowledge I. Felony arrests A. Armed and dangerous B. Use of violence C. Hardened criminal D. Safety necessary II. Felony searches A. Kneeling search 1. Suspect position a. Hands over head b. Palms open c. 10 feet distance d. Turn around e. Down on knees f. Hands behind head g. Fingers locked h. Ankles crossed 2. Officer position a. Approach from rear b. Revolver secured c. Grasp hands d. Knee in back e. Arch back f. Foot on foot method 3. Search procedure a. Head down right b. Change hands/feet c. Left side d. Handcuff e. Stand up f. Legs/shoes g. Rear wristlock	Discussion Stress safety	Ref. #12

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities (continued)	Related Knowledge (con't.)		
	B. Prone search	Demonstration	
	1. Safest method		
	2. Procedure		
	a. Hands over head		
	b. Palms open		
	c. To knees		
	d. Fall forward		
	e. Arms extended		
	f. Head turned		
	g. Grasp hand		
	h. Step over		
	i. Secure weapon		
	j. Conduct search		
	k. Handcuff		
	l. Stand		
	m. Search legs/shoes	Quiz	
	Task Detail		
	Practice felony searches		

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MAJOR BLOCK III
PATROL PROCEDURE

TASK: 6. Female Search
AIM: The student will be able to describe proper female search procedures.

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities	Related Knowledge		
	I. Importance of search	Discussion	Ref. #12
	A. Female can be dangerous		
	B. Examples		
	C. No difference by law		
	1. Incident to arrest		
	2. Justification	Stress safety	
	II. Important search items		
	A. Purse		
	B. Coat		
	C. Shoes		
	III. Inform suspect		
	A. Polite and courteous		
	B. Inform of extent		
	IV. Position suspect	Demonstrate	
	A. Hands against wall		
	B. Hand between shoulders		
	V. Search		
	A. Hair		
	B. Rear of waistband		
	C. Pull fabric tight		
	D. Handcuff		
	VI. Extensive search by male		
	A. Evident weapon		
	B. Seen hiding weapon		
	C. Only these justify		

MAJOR BLOCK III PATROL PROCEDURE	TASK: 7. Handcuffing and Transporting AIM: The student will be able to describe proper handcuffing and transporting of suspects.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities	Related Knowledge		
	I. Handcuffs		
	A. Always used		
	1. Officer safety	Discussion	Ref. #12
	2. Suspect safety		
	B. Not infallible		
	1. Small hands		
	2. Picking		
	3. Hidden key		
	II. Applying rules		
	A. Never from front	Demonstrate	
	B. Incapacitate first		
	C. Control suspect		
	D. Palms outward		
	E. Check double lock		
	III. Two or more		
	A. Plastic strip cuffs		
	B. One pair--two suspects		
	C. Two pair--two suspects		
	D. Two pair--three suspects		
	E. Two pair--four suspects		
	IV. Transporting		
	A. Units with screens		
	1. All in rear		
	2. Handcuffed		
	B. Units without screens		
	1. One suspect		
	2. Two suspects		
	3. Passenger officer		
	C. Female suspects		
	1. Never alone		
	2. Assisting female		
	3. Call dispatcher		
	4. Direct route		
	D. Search unit before and after		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities (continued)	Task Detail Practice handcuffing procedures		

MAJOR BLOCK III PATROL PROCEDURES	TASK: 8. Searching Vehicles AIM: The student will be able to describe the procedure used in the search of a motor vehicle.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities	Related Knowledge I. Search following arrest A. Hidden weapons B. Contraband C. Fruits of crime D. Inventory search 1. Written record 2. Owner claims II. Limitations A. In plain view B. Extended search 1. State law varies 2. Warrants C. Owner's permission D. Impounded vehicle E. Inadmissible evidence III. Abandoned vehicle A. Wanted vehicle 1. Stolen 2. Used in crime B. Search carefully 1. Evidence destroyed 2. Also surrounding area IV. Search procedure A. Thoroughness B. Passenger area 1. Most often used 2. In plain view 3. In, under, on, behind C. Vehicle body 1. Tap fenders, etc. 2. Bumpers, etc. 3. Gas tank flap 4. Tail light lense 5. Inside gas tank 6. Other	Discussion Describe current state laws concerning vehicle searches	Ref. #12

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Activities (continued)	Related Knowledge (con't.) D. Trunk 1. Spare tire 2. Jack panel 3. Under carpet 4. Plain view E. Vehicle front 1. License plate 2. Grille 3. Hubcaps 4. Others F. Engine area 1. Air cleaner/carburetor 2. In battery/radiator 3. Air scoops 4. Others G. Under vehicle Task Detail Have students search a vehicle that has "evidence" planted in increasingly difficult to find locations		

MAJOR BLOCK III PATROL PROCEDURE	TASK: 1. Robbery Calls AIM: The student will be able to describe the types of robbery calls and the procedure to use in responding.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods	Related Knowledge I. Definition of robbery A. Taking property 1. Force 2. Fear B. Types of robbery II. Prevention A. Visible patrol B. Interviewing owners C. Target prospects D. Practice runs III. Robbery calls A. Hours or more old 1. Speed not important 2. Thoroughness is B. Just occurred 1. Respond quickly 2. Alert for suspects 3. Suspicious vehicles a. Record license number b. Proceed to scene 4. Check for injured 5. Get descriptions 6. Telephone descriptions 7. Written report a. Details b. M.O. 8. Questioning a. Separately b. Beginning to end c. Locations d. Ask to retell e. Ask more details f. Give business card	Discussion Stress safety	Ref. #12

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods (continued)	Related Knowledge (con't.) 9. Backup units C. In progress 1. Telephone check 2. Two or more officers 3. No lights/siren 4. Park out of sight 5. Alert for lookout 6. Seal exits 7. Wait outside a. No hostages b. Surprise element 8. Investigate		

MAJOR BLOCK III
PATROL PROCEDURE

TASK: 2. Burglary Calls
AIM: The student will be able to describe types of burglars, procedure used in responding to calls, and relate how dogs may be used in burglary investigations.

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods	Related Knowledge		
	I. Burglary defined		
	A. Penal code	Discussion	Ref. #7, Chapt. 29, Sec. 30.02
	B. Types of offenses		
	II. Types of offenders		Ref. #12
	A. Opportunity	Guest speaker	Local police department
	1. M.O.		
	2. Property		
	B. Juvenile		
	1. M.O.		
	2. Property		
	C. Professional		
	1. M.O.		
	2. Property		
	III. Burglary calls		
	A. Silent alarm		
	B. Audible alarm		
	C. Complaint		
	IV. Burglary of businesses	Stress safety	
	A. Responding		
	B. Coordinating		
	C. Accomplice		
	1. Lookout		
	2. Decoy		
	D. Arrival at scene		
	1. Lights		
	2. Tactics		
	3. Vehicle positions		
	4. Reinforcements		
	a. At least four		
	b. Never enter alone		
	c. Building owner		
	5. Order suspect out		
	E. Information from owner		
	1. Layout		
	2. Hiding places		
	3. Obstacles/hazards		

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods (continued)	Related Knowledge (con't.) F. Entering 1. Site of entry 2. Weapons 3. Holding flashlight a. Arm's length b. Safety factor 4. Entry 5. Search procedure G. Arrests 1. First suspect 2. Continue search H. Followup procedure V. Burglary of residence A. Approach procedure B. Information from neighbor C. Search from windows D. Inside search VI. Police dogs A. Value 1. Senses 2. Fear aspect B. Advantages C. Disadvantages	Quiz	

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MAJOR BLOCK III PATROL PROCEDURE	TASK: 3. Death Call Procedures AIM: The student will be able to describe procedures used in handling a call to a death scene.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods	Related Knowledge I. The call A. Often evasive B. Few details C. Mental preparation II. Officer responsibility A. Determine if dead 1. Breathing 2. Heartbeat 3. Eyes 4. Rigor mortis 5. Lividity B. Call for assistance C. Death scene protection 1. Possible crime 2. Evidence protection 3. Pictures 4. Chalk outline III. Dying declaration A. Taken from victim B. Conditions for court 1. Victim expects to die 2. States cause of death 3. Identifies perpetrator 4. Victim must die IV. Suspect A. Immediate arrest B. Not allowed 1. Clean up 2. Dispose of things 3. Talk to witnesses 4. Return to scene C. Miranda warning	Discussion	Ref. #12

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods (continued)	Related Knowledge (con't.) V. Interviewing witnesses A. Separate B. Do not allow discussion C. Question soon as possible D. Procedure 1. Identify self 2. Ask for cooperation 3. Ask general questions E. Make sketches F. Interview again 1. Ask for details 2. Check against sketches VI. Suicide cases A. Homicide coverup B. Suicide coverup 1. Stigma attached 2. Insurance clause Task Detail Create a mock death scene and have teams of students respond and investigate		

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MAJOR BLOCK III PATROL PROCEDURE	TASK: 4. Responding to Prowler Calls AIM: The student will be able to describe methods used in response to a prowler call.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods	Related Knowledge I. Prowler calls A. Most frequent type B. Low arrest rate C. Casual is dangerous II. Taking the call A. Get the facts B. Keep caller on phone C. Keep responding officer posted D. Get information 1. Best access 2. Hazards present III. Responding A. Quickly/quietly B. Lights and radio C. Suspicious persons leaving the area 1. Identify 2. Question D. Residence 1. Approach/locating a. One unit b. Two or three units 2. Foot approach a. Stealth b. Positions E. Preliminary search A. Safety precautions 1. Headgear 2. Weapons 3. Flashlight--arm's length 4. Under windows 2. Procedure	Discussion	Ref. #12

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods (continued)	Related Knowledge (con't.) F. Notify caller 1. Get details 2. Description G. Detailed search 1. Yard--shrubs 2. Trees--rooftops 3. Attempted entry a. Screens b. Pry marks 4. Garage--sheds IV. Contact caller again A. If no prowler evidence 1. Calm and reassure 2. Point out cause 3. Promise checks of neighborhood B. Prowler evidence found 1. Advise caller for next time a. Show no awareness b. Casually go to other room c. Call police d. Resume activities 2. Prowler possibly hiding nearby a. Return to unit b. Make show of leaving C. Return quietly with lights off		

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MAJOR BLOCK III PATROL PROCEDURE	TASK: 5. Disturbance Calls AIM: The student will be able to describe procedures used in servicing various types of distrubance calls.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods	Related Knowledge I. Considerations A. One of most frequent B. Potentially dangerous C. Use extreme caution D. May be civil or criminal II. Duties of dispatcher A. Get all the facts B. Assign one or more units C. Keep party on telephone 1. Keep up with events 2. Inform officer of changes D. If violence occurs send more units III. Responding to disturbance A. Prepare for unexpected 1. Be vigilant 2. Survey and analyze B. Be objective--never take sides in civil case C. Determine facts 1. From participants 2. Witnesses D. Officer duties 1. Restore order 2. Preserve peace 3. Render aid 4. Make arrests IV. Civil disputes A. Between neighbors 1. Complications a. Property destruction b. Assualt, battery 2. Police action a. Restore order	Discussion	Ref. #5, Unit 4A5 Ref. #12

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods (continued)	Related Knowledge (con't.) b. Advise to sign complaint c. Make arrest if warranted B. Landlord--tenant 1. Furniture seizure for non-payment of rent 2. Officer must know statutes 3. Complications 4. Officer actions a. Restore peace b. Advise parties c. Arrest if warranted C. Repossession 1. Confine actions to peace keeping 2. Advise parties 3. Arrest if warranted D. Family disputes 1. Stress safety 2. Disturbing the peace usual complaint 3. Battery is common 4. Charges often dropped 5. Officer actions a. Enter only if invited b. Restore peace c. Avoid immediate arrest d. Discuss immediate solution e. Suggest counseling f. Arrest if warranted V. Fight in progress A. Answer promptly		

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MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods (continued)	Related Knowledge (con't.) B. Brawls 1. If many involved 2. Wait for help 3. Stress safety C. If fight has ended 1. No serious injury 2. No property damage 3. No arrest without complaint D. If not ended 1. Restore order 2. Get all facts 3. Information from bystanders 4. Make arrests		

MAJOR BLOCK III PATROL PROCEDURE	TASK: 6. Write an Offense Report AIM: The student will be able to describe the importance of report writing and be able to write acceptable offense report.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods	Related Knowledge		
	I. Police report defined A. Very important function B. End of nearly every assignment C. Accounts events that took place D. Draws pictures with words	Discussion	Ref. #12 Ref. #6
	E. Used in followup work	Read well done report	
	II. Functions of reports A. Individual memory bank B. Record of department business C. Indicates workloads D. Indicates problem areas E. Indicates poor training F. Justify budget spending G. Who responsible for handling each incident H. Information for courts, etc. I. Record of criminal histories J. Patterns of M.O. K. Coordination of department divisions		
	III. Needs of good report A. Word usage 1. No police jargon 2. No street jargon 3. Clear and understandable B. Order 1. Logical sequence 2. Beginning to end	Examples of poorly done reports	

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods (continued)	Related Knowledge (con't.)		
	C. Concise		
	1. Short and to the point		
	2. Only relevant facts		
	D. Complete		
	1. Word picture of incident		
	2. Details important		
	E. Accuracy		
	1. Grammatical errors		
	2. Factual		
	3. Information verified		
	4. Spelling		
	F. Writing style		
	IV. Modus operandi	Case studies	
	A. Definition of M.O.		
	B. Clues from M.O.		
	1. Occupation/training		
	2. Size		
	3. Physical abilities		
	4. Limitations/defects		
	5. Level of education		
	6. Nationality/ethnic origin		
	7. Urban/rural origin		
	C. Facts needed		
	1. Time of incident	Chalkboard illustrations	
	2. Victim--detailed		
	3. Where occurred		
	a. Address		
	b. Description		
	4. Method of attack		
	a. Approach		
	b. Method of entry		
	5. Tools/weapons		
	6. Object of attack		
	7. Peculiarities		
	a. Articles vandalized		
	b. Meals/showers		

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MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods (continued)	Related Knowledge (con't.) 8. Exact words used 9. Transportation C. Corpus delicti 1. Elements of crime 2. Must be established	Review crime elements	Ref. #6
	Task Detail Write offense reports		
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MAJOR BLOCK III PATROL PROCEDURE	TASK: 7. Laws and Accident Investigation AIM: The student will be able to relate laws an officer must know concerning accident investigations.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods	Related Knowledge		
	I. Uniform Traffic Act	Read aloud and discuss	Ref. #9, Uniform Act
	A. V.C.S. 6701-d, article IV accidents		Ref. #11
	1. Section 38--Death or personal injury		Ref. #7
	2. Section 39--Damage to vehicle		
	3. Section 40--Give information, render aid		
	4. Section 41--Striking unattended vehicle		
	5. Section 42--Striking fixtures on highway	Questions/answers	
	B. Article II		
	1. Section 21--Provisions and exceptions		
	2. Section 22--Obedience to laws		
	3. Section 23--Obedience to officers		
	4. Section 24--More exceptions		
	C. Article IV--Reports		
	1. Section 43 & 43a--Immediate reports		
	2. Section 44--Written reports		
	3. Section 45a,b--Accident report forms		
	4. Section 49a,b--Incorporated city		
	D. Article XIII		
	1. Miscellaneous rules		
	2. Section 103a,b--Removing materials		

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods	Related Knowledge (con't.)		
(continued)	II. Involuntary manslaughter		
	A. Homicide by vehicle repealed	Summarize	
	B. Now covered in Texas Penal Code		
	C. Chapter 19.05 a,b,c	Test	

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MAJOR BLOCK III PATROL PROCEDURE	TASK: 8. Accident Investigation AIM: The student will be able to describe procedures used in stabilizing and investigating a collision scene.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods	Related Knowledge I. Investigator preparation A. Equipment needed B. Materials C. Planning II. Secure collision scene A. Proceed to scene B. Care for injured C. Preserve personal property D. Traffic/crowd control E. Damaged vehicle removal III. Getting the facts A. Interviews 1. Drivers 2. Witnesses B. Driver condition C. Vehicle condition D. Examination 1. Roads 2. Vehicles E. Road/weather conditions F. Traffic controls 1. Signs 2. Signals 3. Markings IV. Recording facts A. Measure/diagram scene B. Measure skidmarks, etc. C. Determine speed estimate 1. Use nomograph 2. No formulas D. Written statements E. Photographs F. Collision report G. Supplementary field notes	Discussion	Ref. #11

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods (continued)	Related Knowledge (con't) V. Determine what happened A. Reconstruct collision B. Determine cause C. Enforcement action Task Detail Investigate mock accident scenes		

MAJOR BLOCK III PATROL PROCEDURE	TASK: 9. D.W.I. and D.U.I.D. Laws, Tests, Reports AIM: The student will be able to relate laws concerning DWI and DUID offenses, describe methods of testing in the field and lab, and to fill out DWI reports.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods	Related Knowledge		
	I. Laws concerning D.W.I. A. V.C.S. 6701-1--First offense elements 1. Driving motor vehicle 2. On public street, highway, or beach 3. Under influence of alcohol B. V.C.S. 6701-2--Second offense 1. All the above 2. Convicted within previous 10 years C. D.W.I. third offense 1. Same as in first offense 2. Two convictions within previous 10 years D. V.C.S. 6701-5--Chemical tests 1. Consent 2. Report forms E. Code of Criminal Procedure 1. Ch. 12, Art, 1401a,b 2. Arrest authority a. Offense within view b. Breach of peace c. Citizen may arrest II. D.U.I.D. A. Laws 1. V.C.S. 6701-d 2. Article V, Section 50a	Read laws aloud and explain Questions/answers	Ref. #5, Unit 4B3 Ref. #9 Ref. #6 Ref. #11

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods (continued)	Related Knowledge (con't.) 3. Elements a. Operate motor vehicle b. Public place for use of motor vehicles c. Under influence of any drug and incapable of safe driving B. Arrest procedure 1. Section 150 2. Section 153 without warrant III. Officer observations A. Suspect's actions/reactions 1. Driving, walking, etc. 2. Physical characteristics a. Clothing b. Eyes c. Breath--warning-narcotics user may drink alcohol to disguise d. Speech B. Suspect's statements C. Physical evidence 1. Narcotics itself 2. Paraphernalia 3. Containers labeled IV. Tests A. Field tests 1. Finger-to-nose 2. Walking line 3. Balance B. Chemical tests 1. Breathalyzer 2. Urine 3. Blood	Demonstration	

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Patrol Methods (continued)	Related Knowledge (con't.) C. Advantages D. Disadvantages V. Report forms	Quiz	
	Task Details Fill out DWI report forms		

MAJOR BLOCK IV LAW	TASK: 1. History of Common Law AIM: The student will be able to relate the history of the development of common law in England.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction	Related Knowledge I. Pre-Norman Law A. Anglo-Saxon tribes 1. 400-600 A.D. 2. Iron-age culture B. Tenth century England 1. 6 to 8 kingdoms 2. Wars unified country C. Anglo-Saxon justice 1. Based on kinship 2. Family atoned for crimes a. Wer - paid to victim's family b. Bot - paid to victim c. Wite - paid to king II. English common law A. Battle of Hastings 1. Dispute of will a. William-Duke of Normandy b. King Harold of England B. William the Conqueror 1. Unified kingdoms 2. Strong central government 3. Established feudalism 4. Survey for taxation 5. Established court system 6. Separated law and religion 7. Established common law	Lecture Discussion	Ref. #10

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction (Continued)	Related Knowledge (con't) III. Legal procedure A. Writ system 1. 15th century 2. Case law 3. Change necessary B. Court of Chancery 1. Flexible relief 2. Equity jurisprudence a. Case law b. Statute law C. Remedies 1. Injunction a. Acts in personam b. Against person 2. Contempt of court IV. Anglo-American law A. Stare decisis 1. Precedent recognized 2. Predicts outcomes B. Res judicata 1. Earlier court decision 2. Binding on parties C. Precedent 1. Soft view a. Uses dicta b. Makes new rules 2. Hard view a. Follows case law b. Used more by English 3. U.S. Supreme Court a. Soft view is common b. Change with conditions c. Sometimes overrules itself	Question-Answer	

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MAJOR BLOCK IV LAW	TASK: 2. Common Law, Case Law, and Statute Law AIM: The student will be able to describe the differences in, and relationships between, the various types of law.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction	Related Knowledge		
	I. Early U.S. law A. No statutes written B. Crimes not clearly defined 1. Individual cases 2. Court decision C. Criminal code needed D. Laws developed by courts	Lecture	Ref. #10
	II. Early common law A. Core of criminal law B. Offenses 1. Treason a. Grand treason b. Petit treason 2. Homicide a. Murder b. Justifiable homicide c. Manslaughter 3. Mayhem 4. Arson 5. Rape 6. Robbery 7. Burglary 8. Larceny 9. Prison breach 10. Sodomy		
	III. Case law A. Judicial origin B. Precedent	Guest speaker	
	IV. Statutory law A. Federal statutes 1. Crimes against the government 2. Agencies a. Federal Drug Administration		

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Introduction *(Continued)*	Related Knowledge (con't) b. Interstate Commerce Commission c. Others 3. U.S. Congress B. State statutes 1. State legislatures 2. Enacted criminal law 3. Civil law 4. Penal code C. Local statutes 1. Zoning 2. Ordinances V. Modern trends A. Criminal law codification B. Model Penal Code 1. American Law Institute 2. Published 1962 3. Four part model a. General principles b. Defines crimes c. Rehabilitation d. Correctional organization C. Federal Criminal Code 1. To replace Title 18 of United States Code 2. Controversies		

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MAJOR BLOCK IV LAW	TASK: 1. General Considerations of Evidence and Testimony AIM: The student will be able to describe types of evidence and their limitations and use in criminal law.		
MINOR BLOCK B	**INFORMATION & TASK DETAIL**	**SUGGESTIONS FOR TEACHING**	**REFERENCES & AIDS**
Limitations	Related Knowledge I. Evidence in general A. Definition 1. Trier of fact 2. Proof B. Basic types 1. Real 2. Circumstantial or indirect C. Admissibility in court 1. Hearsay evidence 2. Best evidence rule D. Degrees of evidence 1. Primary 2. Secondary II. Relevency A. Materiality B. Remote evidence III. Character evidence A. Uses B. Proof of character C. Opinion statement D. Reputation 1. Of defendant 2. Of victim E. Habit IV. Corroberating evidence A. Definition B. When unnecessary C. When necessary 1. Accomplices 2. Illegal abortion 3. Confessions 4. Others D. Counsel of caution E. Undercover officer 1. Complicity lacking 2. Entrapment defense	Lecture Discussion	Ref. #4

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Limitations (Continued)	Related Knowledge (con't) V. Admissibility A. Rules of evidence B. Objectives 1. Purpose 2. Timing VI. Weight-sufficiency A. Definition B. Degree of proof 1. Defense 2. Prosecution 3. Reasonable doubt		

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MAJOR BLOCK IV LAW	TASK: 2. Limitations Due to Privilege and Unreasonable Search AIM: The student will be able to define privilege and to relate its value to society and relationships wherein it applies.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Limitations	Related Knowledge		
	I. Privilege A. Definition B. Purpose C. Relationships not privileged 1. Parent-child 2. Siblings	Lecture	Ref. #4
	II. Legal aspects A. Holder of privilege 1. The person protected 2. Holder must claim privilege B. Effects of using privilege 1. No comment allowed 2. No inference allowed 3. No presumptions C. Waiver of privilege 1. Holder has option a. Formal waiver b. Lack of objection--waiver presumed 2. Privilege cannot be reclaimed	Relate examples	
	III. Lawyer-client privilege A. Both hold privilege B. Confidential information 1. When legal aid sought 2. All communication protected 3. Attorney assistant included C. Exceptions 1. Law students	Question-Answer	

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Limitations (Continued)	Related Knowledge (con't) 2. Third parties 3. Rules may vary 4. Nonlegal matters 5. Nonconfidential information 6. Crime planning IV. Self-incrimination privilege A. Exclusionary rules 1. Definition 2. Examples 3. Purpose B. Fifth and Fourteenth Amendments C. Confessions excluded 1. Without Miranda warning 2. Federal standards of privilege a. Answers supporting conviction b. Link in evidence needed to prosecute 3. Must be proven voluntarily D. Evidence excluded 1. Secured by coersion or duress 2. Secured through brutality a. Rochin v. California b. Others E. Schmerber doctrine V. Police privilege A. Accident reports B. Informant identity 1. Reliability factor 2. As material witness 3. No fixed rule	Stress importance of informants	

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Limitations (Continued)	Related Knowledge (con't) VI. Married privilege A. Elements 1. Not to testify 2. Not as witness 3. Communications B. States vary C. Exceptions 1. Acts of violence 2. Non-support 3. Adultery-bigamy 4. Others VII. Other privilege relationships A. Clergy-penitent B. Doctor-patient C. Psychiatrist-patient 1. Both criminal and civil cases 2. Exceptions a. Court ordered examination b. Crime planning advice c. Threat to society/self D. News reporter 1. Varies with statutes 2. Exceptions E. Secret ballot vote F. Trade secret VIII. Unreasonable search A. Fourth Amendment rights B. Prior to 1960 1. Federal restrictions 2. States unrestricted 3. Silver platter doctrine 4. Abuse of due process C. Exclusionary rule 1. Unreasonable search evidence 2. Inadmissible	Stress danger in this area of police work	

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Limitations (Continued)	Related Knowledge (con't) D. Legal searches 1. With warrant 2. Without warrant a. Consent to search b. Probable cause c. Incidental to arrest d. Victim informer IX. Wiretapping A. History 1. Occurred in Civil War 2. New York Police 1895 B. Federal Communications Act--1934 C. Katz v. U.S.--1967 1. Olmstead decision overruled 2. Fourth Amendment applied a. People, not places protected b. Evidence was illegal D. Court ordered wiretap 1. Berger v. N.Y. 2. Search warrant process 3. Title III--1968 a. Permits controlled wiretap b. Law enforcement only c. Illegal for private parties d. Due process necessary X. Automobile search A. Different rules apply B. Probable cause necessary 1. Limits searches 2. After lawful arrest	List the steps necessary to procure a search warrant Discuss proper methods in conducting legal searches	

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MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Limitations (Continued)	Related Knowledge (con't) C. Pat down search 1. Suspected weapons 2. Fear for safety D. Routine violations	 Quiz/Test	

MAJOR BLOCK V COURT PROCEDURE	TASK: 1. Development and Organization of Federal Court System AIM: The student will be able to describe the organization and structure of the federal court system.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Role of Courts	Related Knowledge I. Federal constitutional courts A. U.S. Supreme Court B. U.S. Circuit Courts of Appeal C. U.S. District Courts II. Federal legislative courts A. Court of Claims B. U.S. Tax Court C. Court of Customs and Patent Appeals III. Circuit Courts of Appeal A. 12 in number B. Hear cases on appeal C. Structure of judgeships D. Procedure IV. U.S. District Courts A. Number of courts B. Structure 1. U.S. District judges 2. District clerks 3. U.S. Marshals 4. U.S. Magistrates 5. U.S. Attorneys 6. Federal probation officers 7. Court reporters C. Jurisdiction 1. Title 18 of U.S. Code 2. Federal statutes 3. Regulatory offenses 4. Federal habeas corpus V. U.S. Supreme Court A. Structure	Lecture	Ref. #10

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Role of Courts (Continued)	Related Knowledge (con't) 1. Chief Justice 2. Associate justice B. Nominated by President C. Senate confirmation D. Criminal cases 1. Court of last resort 2. Certiori 3. Due process 4. Exclusionary rule E. The 1960's cases 1. Miranda 2. Others 3. Effects		

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MAJOR BLOCK V COURT PROCEDURE	TASK: 2. Organization of Texas Court Systems AIM: The student will be able to list the state courts and relate jurisdiction in civil, misdemeanor, and felony cases.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Role of Courts	Related Knowledge I. Definitions A. Felony B. Misdemeanor C. Felony misdemeanor II. Criminal Courts A. Courts of Appeal 1. Functions 2. Jurisdiction 3. Exceptions B. Courts of Criminal Appeals 1. Functions--Writs 2. Jurisdiction 3. Judicial review C. District Courts 1. Jurisdiction 2. Felony with misdemeanor D. County Courts 1. Jurisdiction 2. Appellate jurisdiction 3. Bail bond forfeiture E. Justice of the Peace Courts 1. Jurisdiction 2. Forfeiture F. Municipal--Corporation Courts 1. Jurisdiction 2. Limitations III. Civil Courts A. Small Claims Courts 1. Functions 2. Limitations	Students to read articles aloud and discuss	Ref. #7, Chapter 4

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MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Role of Courts (Continued)	Related Knowledge (con't) B. Juvenile Courts 1. Functions 2. Jurisdiction 3. Note: This will be more fully covered in a later lesson C. Probate Courts		

MAJOR BLOCK V COURT PROCEDURE	TASK: 1. Community Property, Peace Bond, and Medical Treatment AIM: The student will be able to define community proprety, peace bond procedure and individual rights and officer liability in medical treatment.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Civil Law Processes	Related Knowledge I. Civil Law defined A. Adversary proceedings B. Not criminal II. Community property A. Definition B. Marital property 1. Management 2. Control 3. Disposition III. Peace bonds A. Definition B. Issuance of warrant C. Effect D. Failure to give bond 1. Limitations 2. Procedure E. Situations 1. Marital disputes 2. Harassment 3. Neighbor disputes IV. Medical treatment A. Citizen privilege 1. U.S. Constitution 2. Right to refuse B. Consent to treatment 1. Who may 2. Consent form 3. Treatment of minor 4. Officer liability a. Medical assistance b. Good Samaritan Act c. Same as citizen 5. Emergency care	Read Sec. 521,5.22 (a), (b), (c) and discuss Read Chapter 35--Vernon's Texas Codes and discuss Read article 1a Vernon's Civil Statutes	Ref. #11 Ref. #13, Vernon's Texas Codes Annotated Ref. #14, Texas Rules of Civil Procedure, West Publishing Co., St. Paul, MN Ref. #7

MAJOR BLOCK V COURT PROCEDURE	TASK: 2. Civil Process Papers--Citations AIM: The student will be able to describe proper procedures used in serving a citation.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Civil Law Processes	Related Knowledge		
	I. Receipt of civil process		Ref. #11
	A. Endorsement	Read Rule 105 and discuss	
	1. Hour		Ref. #14
	2. Day		
	B. Entry in master index		
	C. Execute and return		
	D. Route priorities		
	II. Citation		
	A. Definition	Read Rule 101 and discuss	
	B. Requisites		
	1. Style		
	2. Directed		
	3. Date of filing		
	4. Number and style		
	5. Date of issue		
	6. Signed and sealed		
	7. Copy of plaintiff's petition		
	8. Time allowed for service		
	C. Exceptions	Rules 534, 686, and 742	
	D. Procedure	Read Rule 103	
	1. Who may serve		
	2. Jurisdiction		
	3. Limitations		
	4. When served		
	E. Receiving officer	Read Rule 105	
	1. Endorsement		
	a. Day		
	b. Hour		
	2. Execute and return		
	F. Service of citation	Read Rule 106	
	1. Personal		
	2. Substitute		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Civil Law Processes (Continued)	Related Knowledge (con't)		
	G. Other substitute service		
	1. Publication	Read Rule 109-109A	
	2. As directed by court		
	H. Return of citation		
	1. If not served	Read Rule 107	
	a. Diligence used		
	b. Cause of failure		
	2. If served		
	a. When and how		
	b. Defendant location		
	c. Return receipt		
	d. Officer's signature		
	3. Review		
	a. Correct date		
	b. Names		
	c. Places		
	d. Details if not served		
	4. Update master index		

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MAJOR BLOCK V COURT PROCEDURE	TASK: 3. Injunctions and Subpoenas AIM: The student will be able to describe the processes and procedures used in injunctions and subpoenas.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Civil Law Processes	Related Knowledge		
	I. Injunctions		
	A. Temporary restraining order	Read Rule 680 and discuss	Ref. #11
	1. Issued without citation		Ref. #14
	2. Precedes injunction		
	B. Filing of injunction		
	1. Citation issued	Read Rule 686	
	2. Citation served		
	C. Requisites of writ	Read Rule 687	
	1. Definition		
	2. Court order		
	D. Disobedience and arrest procedure	Read Rule 692	
	E. Who may issue		
	1. District court		
	2. County court		
	F. Situations of issue		
	1. Marital dispute		
	2. Neighbor dispute		
	3. Closures		
	a. House of prostitution		
	b. Gambling house		
	II. Subpoena		
	A. Definition	Read Rule 176	
	B. Issuance		
	C. Who may be subpoenaed		
	D. Separate subpoena		
	E. Requisites		
	a. Style of suit	Read Rule 177	
	b. Court pending		
	c. Time and place		
	d. Party requesting		
	e. Date and attested		
	f. Date of issuance		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Civil Law Proceses (Continued)	Related Knowledge (con't)		
	F. Serving subpoena	Read Rule 178	
	a. Who may execute		
	b. Who may return		
	c. Manner of execution		
	G. Witness	Read Rule 179	
	H. Subpoena Duces Tecum	Read Rule 177a	
	I. Witness fee		

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MAJOR BLOCK V COURT PROCEDURE	TASK: 1. Arraignment and Bail AIM: The student will be able to describe arraignment and bail procedures.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes	Related Knowledge I. Arraignment A. In-court proceeding 1. Defendant informed a. Of rights b. Of charges 2. Enters plea a. Guilty b. Not guilty c. Nolo contendre d. Others 3. Bail set, fine or sentencing B. Time factor 1. Within reasonable period a. Required by law b. Varies greatly 2. Attorney manipulation C. Second arraignment 1. After case sent up 2. Before grand jury 3. Formal statement of charge a. Information b. Indictment 4. Due process II. Bail A. Definition 1. Right to freedom a. Innocent until proven guilty b. Due process 2. Issuance to appear B. Denial of bail 1. Capital case exception	Guest speaker Lecture	Ref. #10 Ref. #15, Hutnick, Melroy B., Criminal Law and Court Procedures, Delmar publisher, Albany, New York 12205

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes (Continued)	Related Knowledge (con't) 2. Court hearing on denial a. Strong evidence b. Death penalty 3. Defendant rights a. Counsel present b. Cross examine c. Challenge evidence C. Determining factors 1. Factors considered a. Community roots b. Nature of case c. Character of defendant d. Health of defendant 2. Factors not considered a. Reputation b. Attitude of society c. Denial as punisment D. Amount set 1. Usually fixed 2. May be challenged a. Writ of habeas corpus b. Motion for reduction E. Posting bail 1. Release authorization a. Papers completed b. Cash, property, surety c. Defendant informed 2. Professional bondsman 3. Personal recognizance F. Revocation G. Bail pending appeal		

MAJOR BLOCK V COURT PROCEDURE	TASK: 2. Preliminary Hearings and Grand Jury AIM: The student will be able to describe the purposes and functions of preliminary hearings and grand juries.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes	Related Knowledge I. Preliminary hearing A. Open court proceeding B. Determines 1. If crime committed 2. Reasonable grounds C. People present 1. Judge 2. Prosecutor 3. Defendant and lawyer 4. Stenographer D. Beyond reasonable doubt 1. Not necessary 2. Prosecution evidence a. May not show total b. All witnesses not used E. Judges rulings 1. Defendant held 2. Case dismissed a. Prosecutor takes to grand jury b. Defendant seldom released 3. Case under advisement II. Grand jury A. Out of court B. Jury selection C. Purpose D. People present 1. Jurors 2. Prosecutor 3. Stenographer E. Not present	Lecture Question/answer	Ref. #15

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes (Continued)	Related Knowledge (con't) 1. Defendant 2. Defense counsel 3. Judge F. Prosecutor function 1. Same as preliminary hearing 2. Reasonable grounds 3. Minimum evidence G. Functions 1. Prosecutor presents case 2. Witness testimony 3. Evidence presented 4. Prosecutor and stenographer leave 5. Jury deliberates 6. Reaches decision a. True bill b. No true bill c. Refuses to vote III. Waiver of rights A. Goes directly to court B. Speeds the process	Short quiz	

MAJOR BLOCK V COURT PROCEDURE	TASK: 3. Pretrial Motions and Plea Bargaining AIM: The student will be able to discuss purposes and functions of pretrial motions and plea bargaining.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes	Related Knowledge		
	I. Pretrial motions A. Definition B. Purpose C. Procedure 1. Preliminary motion a. In writing b. Exceptions 2. Motion hearing a. Proof b. Witnesses c. Arguments d. Open court 3. Ruling D. Types of motions 1. Bill of particulars 2. Motions a. To suppress b. For psychiatric examination c. For continuance d. For severance e. For change of venue f. To disqualify a judge	Lecture Present case studies Give examples	Ref. #10 Ref. #15
	II. Plea bargaining A. Definition B. Good points C. Bad points D. Procedure 1. Defense and prosecutor meet a. No set rules b. Informal c. Make deal		

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes (Continued)	Related Knowledge (con't) 2. Defense meets client a. Client must agree b. Offer different deal 3. Defense offers clients deal to prosecutor 4. Prosecutor a. Accepts b. Rejects c. Modifies E. Compromise encouraged 1. Privileged information 2. Not admissible in court F. Guilty plea 1. Allowed any time 2. Usually second arraignment 3. In open court 4. Judicial responsibility to defendant a. Voluntary plea b. Is actually guilty c. Aware of punishment d. Adequate counseling e. Understands waiver of right to trial 5. Judge may refuse 6. Plea may be withdrawn a. If coersed b. Counseling denied c. Sentence agreement changed		

MAJOR BLOCK V COURT PROCEDURE	TASK: 4. Trials and Sentencing AIM: The student will be able to describe the steps and their sequence in criminal trials and sentencing of those convicted.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes	Related Knowledge I. Criminal trial procedure A. Jury selection 1. Voter lists 2. County tax office 3. Others 4. Exemptions 5. Jury panel a. Large group b. Oath administered c. Defense and prosecutor introduced d. Voir dire e. Challenge of juror for cause f. Judicial decision g. Peremptory challenge h. Twelve selected i. Judicial instructions B. Opening statements 1. Prosecutor outlines case 2. Defense may or may not C. Prosecution evidence presented 1. Witness testimony 2. Expert opinion 3. Cross examination a. By defense b. Seeks to impeach 4. Redirect examination	Lecture	Ref. #10 Ref. #15

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes (Continued)	Related Knowledge (con't) 5. Recross examination 6. Motion for directed verdict D. Defense evidence presented 1. Same as prosecution stage 2. Witness testimony a. Prosecutor cross examination b. Attempts to impeach E. Rebuttal evidence F. Directed verdict motion 1. From defense 2. Seldom succeeds G. Instructions to jury 1. At close of case 2. Judge instructs jury H. Closing arguments 1. From both sides 2. Equal time permitted I. Deliberation 1. Jury retires 2. All kept together 3. Foreman selected 4. Bailiff duties 5. Verdict reached 6. No verdict a. Hammer instruction b. Mistrial J. Jury returns 1. Foreman informs judge 2. Judge announces 3. Jury polled K. Bench trial 1. Points of law cases 2. High emotion cases	Give examples	

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes (Continued)	Related Knowledge (con't) III. Sentencing A. Judge B. Jury 1. Instructions of law 2. More deliberation 3. Agreement reached C. Return to courtroom D. Judge informed E. Sentence announced	Oral quiz	

MAJOR BLOCK V COURT PROCEDURE	TASK: 5. Post-Trial Procedures AIM: The student will be able to explain the tactics available to the defense lawyer after the defendant is found guilty.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes	Related Knowledge I. Post-conviction motions A. For judgement not withstanding verdict 1. N.O.V. 2. Sufficiency of evidence B. For new trial 1. Matter of routine 2. Alleges errors C. In arrest of judgement 1. Questions errors 2. Jurisdiction questioned D. For bail pending appeal 1. Judge's decision 2. Crime considered II. Writs A. Habeas corpus 1. "You have the body" 2. Legality of detention 3. Produce the prisoner 4. Hearing held 5. Federal appeal court 6. Constitutional rights violated B. Coram nobis 1. "Before you" 2. Writ of error 3. Court fraud found 4. New evidence found III. Important points of appeal A. Case facts not questioned B. Only court proceedings	Lecture	Ref. #10 Ref. #15

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes (Continued)	Related Knowledge (con't) C. Procedure 1. No jury present 2. No witnesses 3. Arguments presented 4. Judge decides		

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MAJOR BLOCK V COURT PROCEDURE	TASK: 6. Probated Sentence AIM: The student will be able to define probation and describe when and how it is used.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Criminal Court Processes	Related Knowledge I. Probation A. Sentence served 1. In community 2. Supervision B. Judge's decision 1. Facts of case 2. Danger to society 3. Criminal history a. Arrests b. Convictions II. Conditional probation A. Treatment needed 1. Alcoholics 2. Drug addicts 3. Mental problems 4. Physical conditions B. Military service 1. Youthful offender 2. First conviction C. Requirements 1. Periodic reporting a. To probation officer b. Payment of fees 2. Limited associations 3. Limited activities 4. Limited travel E. May be revoked		Ref. #10 Ref. #15

MAJOR BLOCK V COURT PROCEDURE	TASK: 1. Juvenile Courts AIM: The student will be able to describe the development of juvenile courts and explain how a juvenile can be tried as an adult.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Juvenile Court Procedure	Related Knowledge I. History A. English law--Twelfth century 1. Entire feudal period 2. Parens Patriae 3. Purpose 4. Function B. Elizabethan Poor Laws 1. 1601 2. Protection extended C. Colonial America 1. Same as England 2. Courts of chancery II. Juvenile courts established A. First juvenile court 1. Illinois--1899 2. Set the stage 3. World's first B. Socially oriented C. Other states followed 1. 1927--all but two 2. Mid 40's--all III. Jurisdiction A. All are statutory B. Neglected child C. Changes in 1960's 1. Codes narrowed 2. Constitutional rights 3. Criminal violations only 4. Law guardians a. New York b. Represented juveniles c. Family court	Lecture	Ref. #10

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Juvenile Court Procedure (Continued)	Related Knowledge (con't) 5. Persons in Need of Supervision--PINS IV. Transfer to adult jurisdiction A. Age of juvenile 1. Differ with states 2. Texas definition B. Kent V. U.S.--1966 C. Waiver rights 1. Entitled to hearing 2. Represented by counsel 3. Access to records 4. Statement of reasons D. Texas transfer to adult court	Questions/answers	

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MAJOR BLOCK V COURT PROCEDURE	TASK: 2. Juvenile Court Procedure AIM: The student will be able to describe how juveniles are processed in court.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Juvenile Court Procedure	Related Knowledge		
	I. Preliminary steps	Lecture	Ref. #10
	A. Preadjudicatory phase		
	1. Intake		
	2. Adjustment	Discussion	
	B. Determining jurisdiction		
	C. Petition charges		
	1. Delinquency		
	2. Dependency		
	3. Neglect		
	4. PINS--CHINS--JINS		
	II. Court procedures		
	A. Arraignment		
	1. Similar to adult court		
	2. Juvenile appears		
	3. Functions performed		
	B. Preliminary hearing		
	1. Examines evidence		
	2. Arguments presented		
	3. Probable cause		
	C. Detention proceedings		
	1. Custodial detention		
	2. Cox v. Turley decision		
	3. Moss v. Weaver decision		
	D. Trial phase before 1967		
	1. Pre-In re Gault	Discuss case studies	
	a. Very informal		
	b. No due process		
	c. parens patriae		
	2. Functions		
	a. Establish conditions		
	b. No counselor		

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Juvenile Court Procedure (Continued)	Related Knowledge (con't) c. Gossip and hearsay evidence acceptable E. In re Gault 1. Constitutional rights a. Notice of charges b. Right to counsel c. No compulsory self-incrimination d. Confront and cross-examine 2. Others refused F. Dispositions 1. Dismiss 2. Suspend judgement 3. Protection order 4. Probation 5. Placement 6. Commitment 7. Others		

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MAJOR BLOCK VI COMMUNICATION	TASK: 1. Mobile Radio and Police Codes AIM: The students will be able to explain the early communication methods and to relate the importance of two-way radio, proper procedure in its use, and the advantage of police codes.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Police Communication	Related Knowledge I. Advantages of radio A. Business routine B. Emergencies C. Protection 1. Citizens 2. Police officers II. History A. Before 1850 1. Voice and lantern 2. Whistles, bells, etc. B. Telegraph--mid 1800's C. Telephone--later 1800's 1. Call boxes 2. Mobile units a. World War I b. Disadvantages 3. 1925-1930 a. Police experiment b. Used radio stations c. Disadvantages D. 1930's 1. One-way broadcasts 2. 1937-two-way radio III. Federal Communications Commission A. Communications Act 1. 1934 2. Regulate use B. Functions 1. Assign frequencies 2. Licensing 3. Violations IV. Base station	Lecture/discussion	Ref. #5, Unit 4

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Police Communication (Continued)	Related Knowledge (con't)		
	A. Dispatcher duties 1. Station I.D. 2. Log 3. Communications B. Duty assignments C. Good manners V. Use of microphone A. Distance and angle B. Push button and pause C. Shouting D. Procedure 1. Plan the message 2. Unit and station I.D. 3. Segment long messages E. Military time 1. Purpose 2. Function F. Avoid "I" G. Coded phrases H. Descriptions 1. Persons 2. Vehicles--CYMBAL I. Spelling out 1. Letters 2. Descriptions 3. Phonetic alphabet J. Squelch control 1. Purpose 2. Use K. Emergency calls 1. Supersedes all 2. Pursuit with siren a. Problems b. Remedies L. APCO Ten Signals 1. Definition 2. Uses	List on pass out	
	TASK DETAIL Practice mobile communications as resources permit		

MAJOR BLOCK VI COMMUNICATION	TASK: 2. Teletypewriter System AIM: The student will be able to describe how the teletypewriter system is used in police work.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Police Communication	Related Knowledge		
	I. Law Enforcement Teletypewriter Service A. Definition B. Purpose C. Structure 1. State 2. National	Lecture/discussion Field trip to nearest teletype center	Ref. #5, Unit $
	II. LETS rules A. Personal use B. Private agencies C. Message form D. Time used E. Message destruction F. Property recovery G. Confidential H. Teletype location I. Unacceptable expressions J. Arrest requests K. Stolen cars release L. Overdue persons M. Military use 1. Situations 2. Limitations N. Criminal arrest requests O. Cancellations P. APB Q. Adverse conditions 1. Weather 2. Roads	Questions/answers	
	III. Procedures A. Net messages B. Radio broadcast first C. "Standard Message Form" 1. Adopted and approved 2. Tape is cut		

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MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Police Communication (Continued)	Related Knowledge (con't) 3. Cannot be changed 4. Sent word for word IV. Services A. Free of charge B. Size and scope C. Wanted persons messages 1. Usual information 2. Additional information a. Warrant information b. Extradition information c. Transportation information		

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MAJOR BLOCK VI COMMUNICATION	TASK: 1. Communication Process--Verbal AIM: The student will be able to relate the phases of verbal communication and to list some of the things that can cause a breakdown of communication.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Communicating with People	Related Knowledge		
	I. Phase I--Communication A. Sender encodes 1. Decides message 2. Selects words 3. Arranges sequence B. Sender transmits 1. Vocal 2. Written 3. Gestures--signals C. Receiver gets message D. Receiver decodes	Lecture/discussion	Ref. #5, Unit 6
	II. Phase II--Response A. Message received B. Impact recorded C. Interpretation--decoding 1. Very important 2. Varies with people a. Education b. Situation D. Response 1. Also varies 2. Completes process 3. Gives clues	Give examples	
	III. Communication barriers A. Can happen any time 1. Sender errors a. Poor selection of words b. Poor organization c. Incomplete information d. Poor diction 2. Receiver decoding a. Hearing impaired b. Fatigue		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Communicating with People (Continued)	Related Knowledge (con't)		
	c. Lack of understanding		
	d. Wrong word meanings		
	e. Lack of attention		
	f. Jump to conclusions		
	B. Distorted meaning		
	1. Listener		
	a. Selects what is heard		
	b. Unpleasant things turned off		
	2. Sender		
	a. Picks up clues		
	b. Responds to listener	Question/answer	

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MAJOR BLOCK VI COMMUNICATION	TASK: 2. Non-verbal Communication AIM: The student will be able to describe how communication is affected by non-verbal neans.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Communicating with People	Related Knowledge I. Limitations of words A. Symbolic in nature 1. Mean nothing themselves 2. Stand for something B. Ambiguous at best C. use "red" for example 1. Dark, candy apple, cherry 2. Color blind person D. May be twisted-distorted E. Inflection changes meaning 1. Red? 2. Red! F. Other words sound same 1. A red car came 2. I read the book G. Mean different things to different people 1. Group jargon 2. Age group 3. Social-ethnic H. Meaning can change 1. With time 2. With geography 3. With situations I. Understanding is limited II. Non-verbal A. Some are universal B. Express attitudes C. More honest than words D. More expressive 1. Reveal hidden content 2. Feelings and emotions	Lecture/discussion Give examples--ask students for others	Ref. #5, Unit 6

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Communicating with People (Continued)	Related Knowledge (con't) E. The eyes-"mirrors of the soul 1. Clues to thoughts 2. Very important for police a. Detect lying b. Potential attack c. Suicide prevention 3. True feelings control F. Body language 1. Nervous 2. Bored 3. Dejection 4. Substance abuse a. Alcohol b. Drugs 5. Others	There are several good books on this subject your school library should have	

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MAJOR BLOCK VI COMMUNICATION	TASK: 3. Behavior as Communicator AIM: The student will be able to explain the ways a person's behavior can communicate their criminal plans and activities.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Communicating with People	Related Knowledge I. Reasonable suspicion A. Reasonable inquiry 1. Upheld by courts 2. No violation of rights 3. Some limitations B. Degree not as great as for legal arrest C. If arrest results 1. Reasonable cause for first contact 2. Accepted by court 3. Feelings not accepted	Lecture/discussion	Ref. #12
	II. Suspicious situations A. Out of place people B. Business lighting C. Objects hiding interior D. Newspapers/mail stacked up E. Officer must know area	Give examples	
	III. Vehicles A. Parked vehicles 1. Time-place 2. Should make notes B. Cruising vehicles 1. Slow driving 2. Stop and check out a. May need help b. Planning crime 3. Note time, place, I.D., etc. C. Driver actions 1. Changing speed 2. Stopping 3. Driver too cooperative		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Communicating with People (Continued)	Related Knowledge (con't) IV. Pedestrians A. Suspicious acts 1. Too interested in officer 2. Panic reaction a. Throw away something b. Turn and run 3. Purposely avoiding eye contact B. Loitering--walking C. Decoys		

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MAJOR BLOCK VI COMMUNICATION	TASK: 4. Telephone Technique AIM: The student will be able to describe proper telephone technique.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Communicating with People	Related Knowledge I. Telephone as a tool A. Speed and convenience B. Availability C. Calls into station 1. Reporting accidents 2. Reporting crimes 3. Police communications 4. Others II. Answering the telephone A. Promptness 1. Indicates alertness 2. Expresses desire to be of service 3. Waiting seems longer 4. Aggravates caller 5. Ringing irritates others B. If you are busy 1. Excuse self and answer 2. Ask someone to answer 3. Never a. Lift phone while talking b. Put caller off rudely C. Identify 1. Station--division 2. Self a. Title or function b. Name III. Voice and speech A. Smile with your voice 1. Visualize and talk to person	Lecture Class discussion	Ref. #5, Unit 4 Ref. #16, Woodburn, Clint H., Development of Professional Attitudes, Vocational Instructional Services, Texas A & M Univ., F.E. Box 182, College Station, TX 77843

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Communicating with People (Continued)	Related Knowledge (con't) 2. Concentrate on listening B. Distinctness C. Speed D. Volume and tone E. Speak into mouthpiece F. Sound attentive G. Never respond excitedly IV. Telephone manners A. As though face-to-face B. Thank you, you're welcome, etc. C. Use caller's name D. Never interrupt V. Asking caller to wait A. Avoid abruptness B. Use polite requests C. Explain reasons for delay D. Wait before putting receiver down E. Put down phone gently F. Cover mouthpiece VI. Calls for someone else A. Message taking 1. Everything written 2. Repeat and spell out 3. Relay message B. Never divulge information 1. Person called for a. Is on vacation b. Out of town c. Other 2. Burglary possible 3. Personal guesses VII. Returning calls A. Do do promptly B. Apologize to caller	Oral quiz	

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MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Communicating with People (Continued)	TASK DETAIL Have students "play act" answering police station telephone		

MAJOR BLOCK VI COMMUNICATION	TASK: 5. Letter Writing AIM: The student will be able to communicate by writing a letter.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Communicating with People	Related Knowledge		
	I. Types of letters A. Friendly B. Business C. Job application D. Inquiry E. Others	Lecture/discussion	Ref. #16
	II. Business letter format A. Letterhead B. Inside address C. Date D. Salutation E. Opening paragraph 1. Identifies writer 2. States purpose F. Body of letter 1. Similar to synopsis 2. Who, what, when, etc. G. Closing paragraph 1. Summary 2. Thank you, etc. H. Closing I. Signature	Demonstrate on chalkboard	
	III. Important considerations A. Form--block method is simple, effective B. Legibility 1. Typed is best 2. Ink or ball point 3. Never pencil C. Spelling 1. Must be perfect 2. Use dictionary D. Word usage 1. Simple is better 2. Common language		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Communicating with People (Continued)	Related Knowledge (con't) E. Grammar F. Punctuation G. Sentences 1. Short and to the point 2. Must have subject and verbs H. Paragraph structure 1. Not overly long 2. Each sentence relative to subject TASK DETAIL Practice writing letters		

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MAJOR BLOCK VI COMMUNICATION	TASK: 1. Purpose and Function of Reports AIM: The student will be able to describe the importance of police reports by relating their purpose and function.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Report Writing	Related Knowledge		
	I. Definition A. Record of events 1. What, who, when, etc. 2. Details B. Kinds of reports 1. Initial report 2. Supplemental 3. Attachments 4. Forms 5. Other II. Need for reports A. To the department 1. Permanent memory system 2. Administrative purposes a. Work load distribution b. Locate problem areas c. Officer evaluation d. Budget preparation e. Agency comparison f. Crime trends g. Responsibility h. Annual reports i. Public relations j. Coordination inside k. Coordination outside l. Property recovery	Lecture/discussion Show standard report forms	Ref. #17, Caffee, Bill E., The Techniques of Report Writing, Texas Engineering Extension Service, Texas A & M University System

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Report Writing (Continued)	Related Knowledge (con't) m. Modus operandi n. Others B. To other agencies 1. Prosecutors 2. Courts 3. Newspapers 4. Police agencies 5. Federal agencies a. F.B.I. b. Military c. Treasury Dept. d. Bureau of Narcotics 6. State, county, city 7. Victims of crimes C. To the officer 1. Memory bank a. Court preparation b. M.O. comparison c. Other 2. Record of accomplishments 3. Passing case to others 4. Basis for dispositions a. Prosecute b. Reprimand c. Other		

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MAJOR BLOCK VI COMMUNICATION	TASK: 2. Requirements and Form AIM: The student will be able to describe the important considerations of a good police report.		
MINOR BLOCK C	**INFORMATION & TASK DETAIL**	**SUGGESTIONS FOR TEACHING**	**REFERENCES & AIDS**
Report Writing	Related Knowledge I. Requisites A. Factual 1. Most important 2. Facts before answers 3. Basic to all police work B. Clear 1. Facts clearly stated 2. Simple language 3. Logical order of events 4. Separate facts and opinions 5. Crime elements indicated 6. Clear actions a. Those taken b. That should be taken C. Complete 1. Is oral explanation necessary 2. Incidents stand alone 3. All information recorded D. Concise 1. Using few words 2. No unsupported opinion 3. No theories 4. No drama or humor II. Standardized reports A. Greatly needed B. Used by others 1. District attorney	Lecture/discussion	Ref. #17

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Report Writing (Continued)	Related Knowledge (con't) 2. Judge 3. Other divisions 4. Other departments C. Saves time D. Compels organization III. Composition A. Form 1. Block style 2. Margins B. Sentences 1. Complete-incomplete 2. Complete thought 3. Clear and concise C. Words 1. No slang 2. No profanity 3. Simple D. Paragraphs 1. Must have subject 2. First sentence indicates subject 3. All sentences pertain to central subject 4. Keep short E. Punctuation 1. Promotes understanding 2. Meaning of symbols F. Spelling 1. Accuracy important 2. Court cases 3. Use dictionary	Demonstrate on chalkboard	
	TASK DETAIL Students should practice use of dictionary	Spelling test-allow students to use dictionary for practice Pass out police spelling list	Words in Glossary

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MAJOR BLOCK VI COMMUNICATION	TASK: 3. Writing the Report AIM: The student will be able to write an acceptable police report on a criminal arrest.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Report Writing	Related Knowledge I. Main elements A. Names 1. Persons 2. Businesses B. Sex and age C. Addresses D. Probable cause if arrest involved II. Description A. Descriptions 1. Name and addresses 2. Sex and age 3. Height and weight 4. Scars and marks B. Vehicles 1. License number 2. Make and model 3. Color, dents, etc. C. Property 1. Jewelry 2. Watches 3. Radio, TV, etc. III. Narrative reports A. Initial report 1. Heading-person involved 2. Synopsis-who, what, how, etc. 3. Results of investigation 4. Conclusion-summary, deductions, etc. 5. Disposition-persons or property 6. Status-pending, active, closed	Lecture/discussion	Ref. #11

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Report Writing (Continued)	Related Knowledge (con't) 7. Signature B. Supplemental reports 1. Similar to initial 2. Synopsis ommitted		
	TASK DETAIL		
	Have students write police reports on vehicle accidents and crimes	Discuss public access to reports and records and exceptions concerning police reports	Vernon's Revised Civil Statutes

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MAJOR BLOCK VII CORRECTIONS	TASK: 1. History of Punishment AIM: The student will be able to describe how banishment for crime helped settle America and Australia.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History	Related Knowledge		
	I. Early Forms A. Banishment 1. One of oldest 2. Still used in Russia B. Ship galley 1. Some paid 2. Prisoners a. Capital punishment b. Petty crimes 3. France 4. England	Lecture/discussion	Ref. #10
	II. 17th Century A. Sailing ships B. New forms of punishment C. England and America 1. Banishment 2. Convicts a. 2,000 per year b. 50 to 100,000 3. Labor needed 4. American Revolution D. England and Australia 1. 1787 a. 550 males b. 200 females 2. 1790-second group 3. 135,000 by 1857		World map
	III. Comparisons A. American prisoners 1. Received land 2. Freedom 3. Were minority B. Australian 1. Were minority		

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MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History (Continued)	Related Knowledge (con't) 2. Worked under guards 3. Many died C. French Guiana 1. Devils Island 2. 1854-1953 3. Penal colony D. Russia 1. Siberia 2. Turkestan 3. Islands	Oral quiz	

MAJOR BLOCK VII CORRECTIONS	TASK: 2. Detention in History AIM: The student will be able to describe the evolution of detention into a form of punishment.		
MINOR BLOCK A	**INFORMATION & TASK DETAIL**	**SUGGESTIONS FOR TEACHING**	**REFERENCES & AIDS**
History	Related Knowledge I. Detention A. Early history 1. Purpose 2. Function 3. Exceptions B. Greece 1. Socrates 2. Punishments C. Rome 1. Citizens 2. Slaves II. Early prisons A. England 1. Hulks of ships a. Original purpose b. As punishment c. Until 1858 2. Beggars a. 16th century b. Harsh treatment c. Workhouses B. Bridewells 1. Not for criminals 2. Set a pattern 3. Self supporting a. Inmate jobs b. 25 trades 4. Reform intended C. Holland 1. Copied bridewells 2. Workhouses a. Men b. Women 3. Jobs and trades 4. Reform 5. Until 1890's	Lecture/discussion	Ref. #10

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History (Continued)	Related Knowledge (con't) III. New philosophy A. Beccara 1. Book - 1764 2. Protection for society B. Betham 1. Book - 1801 2. To deter crime C. John Howard 1. English sheriff 2. Toured jails 3. Book - 1777 IV. Early American penalties A. Whipping 1. Crimes 2. Limits B. Mutilation 1. Crimes 2. Branding 3. Ears C. Stocks D. Pillory E. Wearing letters F. Sitting on gallows G. Fines H. Combinations I. Gaol or jail 1. Boston 2. 1635		

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MAJOR BLOCK VII CORRECTIONS	TASK: 1. Penitentiary Concept AIM: The student will be able to describe how correctional institutions developed and the methods that have been used.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Correctional Institutions	Related Knowledge I. First penitentiary A. Philadelphia Society 1. Sought jail reform 2. Benjamin Rush B. Walnut Street Jail 1. Conditions a. Sexes, ages mixed b. Bartending jailer c. Garnishing clothes 2. Reform - 1789 a. Serious crime b. Wide geographical area c. Solitary confinement 3. Cell house - 1790 a. Built in yard b. 3 stories of cells c. New form of punishment d. State penitentiary 4. Became showplace II. New York A. Inside cell concept 1. Set standard 2. Maximum security B. Auburn Prison -- 1817 1. Solitary system a. No work b. No communication c. Failed	Lecture/discussion	Ref. #10

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Correctional Institutions (Continued)	Related Knowledge (con't) 2. Auburn Silent System a. Solitary at night b. Work in daytime c. No communication d. Little variation e. System worked III. Boston Society - 1825 A. Louis Dwight B. Promoted Auburn System C. Many states used it D. Called "penitentiary movement" IV. Southern - Western A. Few built early 1. Used Auburn model 2. Huntsville, Texas 1848 B. Civil War 1. Pens destroyed 2. States broke C. Leasing system 1. Caused corruption 2. Prisoners mistreated 3. Saved money 4. Made money for states D. Chain gangs 1. Chains were real 2. Roads and levees 3. Wagon cages E. Prisons farms 1. State owned 2. Self supporting 3. Mistreatment a. Angola prison b. Armed convict guards		

MAJOR BLOCK VII CORRECTIONS	TASK: 2. Types of Correctional Institutions AIM: The student will be able to identify the types of correctional institutions, their populations, and their problems.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Correctional Institutions	Related Knowledge I. Juvenile institutions A. Not called prisons 1. Reformatories 2. Youth centers 3. Other names B. Emphasis on reform 1. Education 2. Manual training C. Aftercare - parole D. State institutions II. Jails A. Population 1. Detainees a. Waiting trial b. Usually the poor 2. Inmates a. Waiting transport. b. Misdemeanants c. One year or less d. Alcoholics e. Drug addicts B. Funding and types 1. Local government 2. Affects conditions 3. Usually inadequate 4. Types of jails a. City jail b. County jail C. Problems 1. Lack of funds a. Unsanitary conditions b. Poor food service c. Lack of activity	Discussion	Ref. #10

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Correctional Institutions (Continued)	Related Knowledge (con't) 2. Overcrowding a. Waiting prison space b. Fighting c. Suicide d. Homosexual rape III. State prisons A. Population 1. Felons serving sentence 2. Waiting execution 3. Texas has largest B. Texas prison system 1. Nearly 30,000 inmates 2. Conservative parole board 3. State population growth 4. Overcrowding a. 5 x 9 cells b. Three prisoners each 5. Criticisms a. Probation b. Parole c. Work release programs d. Rehabilitation 6. Work program a. Field work- 50% b. Prison industries c. Housekeeping d. No wages e. Largely self supporting 7. Education a. Windham School District b. Accredited c. 3,000 ADA d. 9,000 part-time		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Correctional Institutions (Continued)	Related Knowledge (con't) 8. Commendations a. Discipline learned b. Relatively safe c. Few riots d. Academic education e. Vocational education IV. Federal prisons A. Federal Bureau 1. Created in 1930 2. Centralized management B. Federal penitentiaries 1. Six in number 2. Maximum security 3. 5 or more year sentences C. Medium security prisons 1. Called Federal Correctional Institution 2. Twelve in number 3. Mostly rural areas D. Federal detention centers 1. Are jails 2. Holding for trial E. Federal reformatories 1. Three in number 2. Medium security 3. 2 to 5 year sentences F. Minimum security prisons 1. Little or no security 2. Half are for youths 18 to 25 3. Federal prison camps a. Four in number b. Adult males G. Halfway houses		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Correctional Institutions (Continued)	Related Knowledge (con't) a. 15 to 20 in number b. Less freedom c. Work in community in daytime		

MAJOR BLOCK VII CORRECTIONS	TASK: 1. Prison Facilities AIM: The student will be able to describe how and why prison facilities differ with security types.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Facilities and Programs	Related Knowledge I. Maximum security A. Inmates 1. Offenses 2. Dangerous 3. Repeat offenders B. Typical prison 1. Outer enclosure a. Double or triple b. Up to 25 feet high c. Guard towers d. Electronic sensors 2. Internal security a. Interior cell blocks b. Movement limited c. Sections sealed off 3. New trends a. Infrared devices b. Closed-circuit TV II. Medium security A. Inmates 1. Repeat offenders 2. Offense types 3. Less dangerous B. Outer perimeter 1. Series of fences 2. Not as massive C. Internal structure 1. Block arrangement 2. Designated units 3. Free movement	Lecture/discussion	Ref. #18, Pursley, Robert D., Introduction to Criminal Justice, Glencoe Press 17337 Ventura Blvd. Encino, CA 91316. 1977.

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Facilities and Programs (Continued)	Related Knowledge (con't) 4. Special facilities a. Dormitories b. Honor units c. Maximum security units III. Minimum security A. Inmates 1. Least dangerous 2. Short sentences 3. Transfers from medium security B. Structure 1. Outer perimeter a. May not be fenced b. No guard towers 2. Prisoner housing a. Private or semi-private b. Dormitories		

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MAJOR BLOCK VII CORRECTIONS	TASK: 2. Prison Programs AIM: The student will be able to describe how prisoners are classified and assigned to various programs.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Facilities and Programs	Related Knowledge I. Prisoner classification A. Until recently 1. Judge assigned prison 2. No regard to prisoner needs B. New developments 1. Centralized facility a. Classified all inmates b. Diagnoses each case c. Prescribes specific programs d. Provides health needs 2. Institutional committees a. Composed of warden and specialists b. Social history report c. Discussion with inmate d. Assigns programs 3. Treatment--team concept a. Counselor, custodial officer and teacher b. Assigned to individual c. Develops programs d. Provides supervision	Lecture/discussion	Ref. #18

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Facilities and Programs (Continued)	Related Knowledge (con't) II. Programs A. Health 1. Quarantines new inmates 2. Maintains sanitation a. Physical plant b. Food service 3. Hospital 4. Contract service a. Dentist b. Optician B. Academic 1. Problem areas a. Inmate teachers b. Rejects of public schools 2. Texas system a. Windham b. Diploma possible 3. Range of academics a. Basic three R's b. College courses C. Vocational training 1. Vocational Rehabilitation Act 2. Many programs offered 3. Teach skilled trade 4. Problems D. Others 1. Prison industries 2. Recreation 3. Libraries		

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MAJOR BLOCK VII CORRECTIONS	TASK: 1. History of Parole AIM: The student will be able to define parole and describe how the concept developed.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Parole and Probation	Related Knowledge I. Parole defined A. Conditional release 1. Part of sentence served 2. Activities supervised 3. Agrees to rules B. May be revoked 1. For new crimes 2. Breaking rules II. Early practices A. Indenture in England 1. Similar to modern parole 2. Conditional release 3. Transport to colonies B. Australia 1. Penal colony 2. Macanochie - 1840 a. Norfolk Island prison b. System of marks c. Ticket of leave C. England Penal Servitude Act 1. 1853 2. Used imprisonment 3. Intermediate sentencing 4. Conditional release 5. Granted legal status to ticket of leave a. Queen given power to grant b. Also to revoke	Lecture/discussion	Ref. #10

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Parole and Probation (Continued)	Related Knowledge (con't) 6. 5,000 convicts released a. Serious crime outbreak b. System blamed D. Irish method 1. Sir Crofton a. Head of prison system b. Mountjoy in Dublin 2. Four stages of treatment a. Solitary confinement b. Work c. Intermediate stage d. Ticket of leave III. American developments A. Elmira Reformatory 1. 1876 2. Brockway - first superintendent a. New classification based on character b. Intermediate sentencing 3. Prisoners earned credits 4. Vocational training 5. Military drill B. Parole concept grew 1. 20 states by 1900 2. 32 states by 1910 3. 44 states by 1922 C. Other forms of release 1. Conditional pardon 2. New York State-1817 3. First "good time" law		

MAJOR BLOCK VII CORRECTIONS	TASK: 2. Development of Probation AIM: The student will be able to define probation and describe how the concept developed.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Parole and Probation	Related Knowledge		
	I. Probation defined A. Guilty sentenced B. Punishment delayed D. May be revoked	Lecture/discussion	Ref. #10
	II. English practices A. Benefit of clergy B. Judicial reprieve C. Recognizance	Guest speaker	Parole/probation officer
	III. American practices A. Judge Thacher - 1830 1. Used recognizance 2. Led to probation B. Massachusetts - 1836 1. State law passed 2. Legal status given 3. Release on recognizance a. Petty offenders b. Sureties c. Release to friends d. Resembled probation		
	IV. John Augustus A. Father of probation 1. 1785-1859 2. Massachusetts B. Volunteered help 1. Bailed alcoholics 2. Male or female 3. Other crimes C. Advocated probation 1. Cheaper than prison 2. More effective		

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Parole and Probation (Continued)	Related Knowledge (con't) V. Reverend Haskins A. House of the Angel Guardian 1. Boys Asylum 2. New England - 1851 B. Cook and Burnham VI. Massachusetts Laws A. Probation - legal status 1869 1. State officer assigned 2. Foster homes for children B. 1878 - Adult probation 1. Hemmenway 2. Savage C. 1891- District courts VII. Probation spread through U.S.		

MAJOR BLOCK VII CORRECTIONS	TASK: 3. Federal and State Systems AIM: The student will be able to describe federal and state systems of parole and probation.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Parole and Probation	Related Knowledge I. Federal Probation Act A. March, 1925 1. President Coolidge 2. Federal probation service B. Gave federal courts power 1. Probate sentences 2. Sentences not included a. Life b. Death 3. To revoke C. Provided probation officers 1. Reported to court 2. Power to arrest 3. One per court 4. Unpaid volunteers 5. Civil service rules D. 1930 Amendment 1. More officers per court 2. Chief designated 3. Both probation and parole 4. Centralized control of federal parole II. Federal Parole Act A. June 10, 1910 1. President Taft 2. Parole boards created 3. Each federal prison B. Warden had custody C. One parole officer	Lecture/discussion	Ref. #10

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Parole and Probation (Continued)	Related Knowledge (con't) III. State systems A. Vary with states B. Parole board 1. Appointed 2. 4 to 7 people 3. Hearings of eligible cases a. Review records b. Interviews inmates c. Grants or denies C. Field parole staff 1. Headed by chief 2. Size varies D. Adult probation 1. Court function 2. Granted by judge 3. Field staff		

MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 1. Police Training Up to 1955 AIM: The student will be able to describe the development of police work from the beginning up to the service oriented training of the 1950's.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History	Related Knowledge I. Early English Law A. Enforcement--1000 A.D. 1. Able-bodied 2. 16 to 60 years 3. Hue and cry B. Constables 1. 17th century 2. Sheriff given right to arrest same as citizen C. Peel's principles II. Early American A. Peel's plan followed 1. 1844--New York 2. 1870--Many others B. Western states--civilian law 1. Vigilante 2. Sheriff posse III. Police training A. Wickersham Commission 1. 1931 2. Report to President Hoover a. Civil Service officers b. Better training needed c. Police out of politics B. Social change 1. WW I & II 2. Migration problems C. Early programs 1. Joseph Lohman--1942 a. Police course	Lecture/discussion Review previous lessons concerning early history of law development	Major Block I, Minor Block C Ref. #3

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History (Continued)	Related Knowledge (con't) b. Topics 2. Gordon Allport--1942 a. Boston Police Academy b. Socio-psychological approach D. Post-war programs 1. Joseph Kluehetsky--1945 a. International Association of Chiefs of Police b. Police and minority problems 2. Committee of Civil Rights 3. Southern Police Institute a. 1950 b. Human behavior c. Human relations 4. Early 50's a. Supreme Court decision b. Racial tension develops c. Training programs developed		

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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 2. Communuity Relations Training - 1955 to the Present AIM: The student will be able to describe community service training for police from 1955 to the present.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History	Related Knowledge I. National Institute on Police and Community Relations A. National Conference of Christians and Jews B. Michigan State University C. Five day conference 1. 1955 to 1970 2. Police officers and community leaders 3. Problems discussed 4. Programs spread rapidly D. Purposes stated 1. Officer-citizen partnership 2. Improve communication 3. Stress community responsibility 4. Enhance cooperation 5. Improve police-minority relations 6. Equal protection for all II. National Center on Police and Community Relations A. August--1965 B. Michigan State University C. Functions 1. Research 2. Produce literature 3. Training programs 4. Consultation 5. Community relations training III. Federal agencies--1960's A. Encouraged relations	Lecture/discussion	Ref. #3 Ref. #1

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
History (Continued)	Related Knowledge (con't) B. U.S. Commission of Civil Rights C. Community Relations Service 1. Consultant services 2. Programs D. Law Enforcement Assistance Association 1. Made studies 2. President L.B. Johnson		
	IV. Since 1965 A. Race riots B. Pointed out flaws in previous programs C. More programs 1. Public relations for police 2. Social justice goal D. Urban Coalition 1. Report in 1969 2. Little progress made E. National Advisory Committee 1. Six reports in 1973 2. Stressed cooperation a. Members of system b. Citizen participant F. Elmo Roper 1. Magazine article 2. Racial understanding 3. Racial brotherhood encouraged	Read account of Watts riot and discuss	Ref. #1, Chapter 12

MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 1. Role of Peace Officer AIM: The student will be able to define the purpose of good human relations and to describe a peace officer's role in society.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
General Public	Related Knowledge I. Purpose of P.R. A. Good will is secondary B. Problem prevention C. Problem correction II. Definitions A. Human B. Relations C. Human relations D. Role E. Society III. Peace officer role A. Peace officer is 1. Product of same social experiences 2. Influenced by prejudices B. Officer must demonstrate 1. Impartial authority 2. Self control a. Sentiments b. Prejudices C. Public role perception 1. How officer's time spent 2. Peace officer attitude 3. Public feelings 4. Communications 5. Local crime 6. Apprehensions 7. Misconceptions 8. Myths IV. Attitudes and emotions A. Attitudes 1. What are attitudes 2. How formed	Lecture/discussion	Ref. #3 Ref. #11

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MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
General Public (Continued)	Related Knowledge (con't) 3. Affect behavior 4. In performance of duty B. Emotional stability 1. Definition 2. Kinds of emotions 3. Emotions and behavior 4. Stable emotions 5. Reaction to stress 6. Mob situations V. Nature of prejudice A. Definition B. Identifying prejudice C. Attitudes common to prejudice D. How formed E. Victim may be anyone VI. Conflict situations A. Threats and challenges 1. Psychology of human relations 2. Nature of threats and challenges 3. How they work 4. Those common in law enforcement 5. Minimizing threatening officer image 6. Group reactions 7. The professional approach B. Understanding conflict 1. Elements and mechanisms 2. Basic kinds 3. Nature of conflict 4. The hate function 5. The third party 6. Escalating conflicts 7. Non-verbal expressive behavior		

MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 2. Police Activities AIM: The student will be able to describe police activities that promote favorable response from the general public.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
General Public	Related Knowledge I. Public relations A. Good grooming B. Courtesy and good manners 1. Personal contacts 2. Telephone 3. Letters C. Maintenance 1. Vehicle 2. Station D. Uniform modification 1. Non-military 2. Inconspicuous weapon 3. American flag insignia E. Open house F. Guest speaking 1. Civic groups 2. Schools H. Demonstrations 1. Skills 2. Equipment 3. Safety 4. Crime prevention 5. Self defense I. Award presentations 1. Outstanding officers 2. Citizens II. Community Services A. Media liaison 1. Newspapers 2. Radio and television B. Presentations 1. Safety instruction a. Autos b. Bicycles c. Others	Lecture/discussion	Ref. #3

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
General Public (Continued)	Related Knowledge (con't) 2. Crime prevention a. Burglary b. Rape c. Robbery 3. T.I.P.S. 4. Complaint procedures 5. Careers in law enforcement C. Public fund raising D. Assistance to agencies 1. Crisis intervention 2. Helping Hand 3. Runaways 4. Missing children 5. United Fund 6. Community Chest E. Aid public activities 1. Parades 2. Demonstrations 3. Funeral processions 4. Others		

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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 1. Juvenile Delinquency AIM: The student will be able to discuss the problem of juvenile delinquency and some of its causes.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Delinquent Youth	Related Knowledge		
	I. Delinquency A. Definition B. Age of juvenile 1. Varies with states 2. Texas classification a. Child b. Juvenile c. Exceptions C. Juvenile laws 1. Immaturity recognized 2. Intent of laws a. Protect adolescents b. Stop anti-social behavior D. Statistics 1. Uniform Crime Report-1973 2. Increase in arrest rate a. Index crimes b. Drug, liquor violations c. Non-criminal behavior E. Peace officer responsibility 1. Detection-apprehension 2. Prevention II. Proposed causes A. Rebellion 1. Parents 2. Teachers 3. Authority	Lecture/discussion Guest speaker	Ref. #5, Unit 4D Local police department

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Delinquent Youth (Continued)	Related Knowledge (con't) B. Frustration 1. Economic barriers 2. Low status 3. Racial prejudice 4. Religion C. Neurosis 1. Mental illness 2. Retarded III. Environmental factors A. Physical 1. Geographic 2. Rural/urban 3. Neighborhood B. Psycho-social 1. Parents 2. Peers 3. Significant others C. Mental-psychological 1. Mass media 2. Books, movies, etc.		

MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 2. Juvenile Grouping AIM: The student will be able to discuss the tendency for juveniles to become associated with groups ranging from the informal street corner variety to the highly structured antisocial gang.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Delinquent Youth	Related Knowledge I. Associating fills need A. People are gregarious 1. Association with others 2. Common interests 3. Exceptions are rare B. Adult groups 1. Religious 2. Civic groups 3. Fraternities/sororities 4. Professional associations II. Juvenile groups A. Street corner group 1. Loosely knit 2. Neighborhood friends 3. No formal structure a. Little leadership b. Membership varies 4. Has solidarity against adult authority 5. Will help police if good relationship exists III. Juvenile clubs A. Common interest 1. Sports 2. Hobbies 3. Desires/goals B. Has formal structure 1. Officers elected 2. Formal membership a. Dues b. Responsibilities	Review previous lessons	Major Block V, Minor Block D Ref. #5, Unit 4D

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Delinquent Youth (Continued)	Related Knowledge (con't) 3. Meeting place C. Behavior/conduct 1. Seldom antisocial as a group 2. Solidarity strong a. Clothing/hair styles b. Club jackets 3. Common violations a. Liquor/drugs b. Sex c. Theft d. Conflicts with other groups IV. Juvenile gangs A. Antisocial organization 1. Criminal activities 2. Weapons common 3. Mutual protection 4. Conflicts with other groups B. Gang membership 1. Ethnic groups 2. Low income families 3. Oriented toward crime C. Gang teaches 1. To avoid arrest 2. How to exploit citizens 3. To be "street wise" 4. Where to get drugs and liquor 5. Where to sell stolen property D. Gang leader 1. Seldom elected 2. Physical strength 3. Criminal status 4. Leadership style a. Dictator		

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Delinquent Youth (Continued)	Related Knowledge (con't) b. Subordinates are appointed c. Makes all decisions d. Controls by threat, ridicule. scorn, etc. E. Gang loyalty 1. Very strong for most 2. Will hide wanted members 3. Provide alibis, etc. 4. Timid members a. Nervous when questioned b. Offer less resistance c. May become informants		

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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 3. Youth Programs AIM: The student will be able to define the various programs designed to assist youths and to divert delinquency.		
MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Delinquent Youth	Related Knowledge I. Juvenile procedure A. Arrest 1. Causes for arrest 2. Procedure B. Referral to court C. Prior proceedings 1. Preliminary investigation 2. Release from detention 3. Conference and adjustment 4. Time of hearing 5. Summons D. Judicial proceedings 1. Waiver of jurisdiction 2. Transfer to criminal court 3. Disposition hearing a. Probation b. Foster home c. Private institution d. Texas Youth Commission 4. Parent responsible II. School related programs A. Collegefields Group Educational Center 1. Newark, New Jersey 2. Family Service Bureau B. Providence Educational Center	Lecture/discussion Tour local jail facilities	Ref. #7, Family Code Ref. #18

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Delinquent Youth (Continued)	Related Knowledge (con't) 1. Boys - 12 to 16 years 2. Most serious offenders 3. Attitude improvement 4. Aftercare program III. Court related programs A. Maryland 1. Informal disposition 2. Adjustment services a. Counseling b. Referral B. Project Crossroads 1. Federal funds 2. Pretrial diversion 3. Rehabilitative services a. 90 days b. Up to 16 months IV. Police related programs A. Police - school 1. Guest speakers 2. Police instructors B. Social service units V. Community related programs A. Chriswell House 1. Alternative program 2. Promotes decision making B. Homeward Bound 1. Challenge presented 2. Alters attitudes C. Youth Service Bureau 1. Uses community resources 2. Develops youth resources 3. Remedy conditions breeding delinquency VI. Juvenile Justice and Delinquency Prevention Act--1974 A. Established Office of Juvenile Justice and		

MINOR BLOCK C	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Delinquent Youth (Continued)	Related Knowledge (con't) Delinquency Prevention B. U.S. Dept. of Justice C. Wide range of authority D. Purposes 1. Assistance 2. Training programs 3. Research 4. Set standards 5. Advanced programs		

MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 1. Minorities AIM: The student will be able to describe minority groups and to relate some of the problems in police-minority relations.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Special Groups	Related Knowledge I. Minority types A. Religion B. race C. Idealist 1. Hippies 2. Others D. Homosexuals II. Stereotyping A. By police B. By ghetto resident 1. Police brutality 2. Complaints C. Countercomplaints III. Dissonance A. Festinger -- 1957 B. Brehm & Cohen -- 1962 C. Theory 1. Cognitive elements 2. Seeks harmony IV. Police attitudes A. Prejudice B. Behavior C. As "dirty workers" 1. Reflection of community 2. Protection 3. Leadership V. Urban crisis A. Inner city 1. Problems 2. Causes B. Minority migration VI. Collective behavior A. Definition B. Types of crowds	Lecture/discussion	Ref. #3

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Special Groups (Continued)	Related Knowledge (con't) C. Riot 1. Causes 2. Control a. Prevention b. Legal controls		

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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 2. Mentally Ill AIM: The student will be able to describe some forms of mental illness, how to recognize them, and how the people should be handled.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Special Groups	Related Knowledge I. Symptoms of mentally ill A. Drastic behavior changes B. Memory loss C. Illusions of grandeur D. People plotting against E. Conversation with self F. Sees things-hears voices G. Impossible body ailments H. Panic reactions I. Dangerous actions II. Physical ailments have similar symptoms A. Epilepsy/head injury B. Brain tumors C. Meningitis D. Diabetes E. High blood pressure F. Hardening of arteries in brain G. Pneumonia III. Handling the neurotic A. Evaluate situation B. Stay calm C. Do not threaten D. Do not deceive E. Non-personal F. Physical restraints needed when 1. For person's safety 2. Officer safety 3. Safety of others G. Potential suicide 1. Act quickly/calmly 2. Be patient/gentle 3. Do not threaten	Lecture/discussion	Ref. #11

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Special Groups (Continued)	Related Knowledge (con't) 4. Call physician 5. Explain need for treatment to family 6. Caution--suicide threat carried out in jail IV. Psychopath A. Most dangerous B. All types offenses C. Convincing liars D. Recognition difficult 1. No neurotic symptoms 2. No nervousness 3. Charming on surface 4. Seems bright E. Characteristics 1. Lacks conscience 2. Unreliable 3. Insincere/untruthful 4. Sex life a. Superficial b. Often promiscuous 5. Blames others 6. Unexplainable anti-social behavior		

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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 3. Alcohol and Drug Abusers AIM: The student will be able to describe alcohol and drug abusers and relate procedures that should be used in handling them.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Special Groups	Related Knowledge I. Alcoholic A. Medical treatment required 1. Local treatment centers 2. State supported centers B. Types of alcoholics 1. Excited 2. Violent 3. Dangerous C. Safety precautions--jail 1. Potential suicide 2. Delerium tremens (D.T.'s) 3. Contact physician D. Handling procedures II. Drug abuse A. Fad drug use 1. Ether parties 2. Glue sniffing 3. Others 4. Brain damage 5. Requires medical treatment B. Drug habituation 1. Mentally dependent 2. Tolerance builds up a. More drug needed b. Produce desired effect C. Drug addiction 1. Types of drugs 2. Symptoms 3. Costs a. Very expensive	Lecture/discussion	Ref. #11

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Special Groups (Continued)	Related Knowledge (con't) b. Resort to crime 4. Abuser to pusher 5. Possession a. Amount b. Laws 6. Paraphernalia 7. Recognition of abuser 8. Medical treatment 9. Jailed addict a. Stress safety b. Depression c. Suicide 10. Withdrawal a. Physical symptoms b. Death		

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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 4. Sex Offenders and Mentally Defected AIM: The student will be able to describe several types of sex offenders and to identify and handle the mentally defected.		
MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Special Groups	Related Knowledge I. Sex offenders A. Characteristics 1. Emotionally immature 2. Mentally ill 3. Retarded B. Offenses 1. Usually molest others 2. Public nuisance C. Types 1. Homosexuals 2. Voyeur 3. Exhibitionist 4. Fetishism 5. Transvestites 6. Sadist 7. Masochist D. Handling child victims 1. Avoid further mental harm 2. Discuss in private 3. Investigate in their presence as little as possible II. Mentally retarded A. Physical characteristics 1. Looks can deceive 2. May appear adult 3. Child I.Q. B. Learn highest grade in school C. Abilities by age 1. 3 years old - puts on and buttons coat 2. 4 years - counts to 2, roams neighborhood	Lecture/discussion	Ref. #11

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Special Groups (Continued)	Related Knowledge (con't) 3. 5 years - counts 4 pennies, prints first name 4. 6 years - writes several words, counts to 13 5. 7 years - tells time by clock fairly accurately 6. 8 years - names days of week 7. 9 years - roams home town freely 8. 10 years - makes telephone calls, write short letters D. Characteristics 1. May wander aimlessly 2. Stare at people 3. More interested in children than adults a. Mental age closer b. Better understanding of child's activities 4. Not inclined to break laws 5. Easily influenced 6. Others may use them a. Take their money b. Improper sex c. Stealing E. Handling situations 1. The retarded a. With patience, kindness, etc. b. Return to home if local policy permits		

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Special Groups (Continued)	Related Knowledge (con't) 2. Parents or guardians a. Awareness of their frustrations b. Be understanding c. Suggest help III. Senility A. Often advances with age B. Blood vessels in brain 1. Harden and shrink 2. Less oxygen to cells 3. Brain deteriorates C. Characteristic problems 1. Hides valuables then forgets where a. Falsely accuses others of stealing b. Use caution in arrests 2. Wanders from home a. Often at night b. Gets lost c. Enters wrong house d. Thinks stranger is relative 3. Goes shopping a. Picks up objects b. Forgets to pay c. Has no money 4. Self care a. Forgets to eat b. Becomes ill D. Handling situations 1. Be patient, kind, understanding 2. Get medical attention 3. Contact family/friends		

MINOR BLOCK D	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Special Groups (Continued)	Related Knowledge (con't) E. Related laws 1. Part I. Emergency Admission Procedure a. Article 5547-27 Authority of Health or Peace Officer b. Article 5547-28 Emergency Admission 2. Part 2. Temporary Hospitalization for Observation and/or Treatment a. Article 5547-31 Application for Temporary Hospitalization		Ref. #13, Texas Mental Health Code

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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 1. Moving Accident Victims AIM: The student will be able to describe methods used to move injured persons, the dangers involved, and liability protection provided by Texas Laws.		
MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
First Aid	Related Knowledge		
	I. Legal aspects A. Good Samaritan Law 1. 57th Texas Legislature 2. 1961 3. Person not liable 4. Exceptions to law 5. Reasoning behind law	Lecture/discussion	Ref. #5, Unit 5E Sup. Ref. A
	B. Hospital admissions 1. Authority of peace officer 2. Emergency admissions 3. Temporary hospitalization	Review previous lesson concerning authority of peace officer in emergency admissions to hospital	
	II. Moving accident victims A. Dangers involved 1. Death 2. Paralysis 3. Extended hospitalization		
	B. Sometimes necessary 1. Burning buildings 2. Lying in highway 3. Others		
	III. Methods of moving A. Pull to safety 1. Arm lock method 2. Blanket drag		
	B. Carrying 1. Two-person carry 2. Chair carry a. Advantages of each b. When not used		
	C. Substitute stretcher		

MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
First Aid (Continued)	Related Knowledge (con't) 1. Blanket 2. Overcoat 3. Door 4. Plywood sheet D. Stretcher/litter methods 1. Take to victim 2. Lifting to stretcher a. Hammock carry b. Suspension lift c. Blanket lift TASK DETAIL Demonstrate methods Divide class into teams and have them practice methods		
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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 2. Blood Loss Control AIM: The student will be able to demonstrate the ability to control loss of blood.		
MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
First Aid	Related Knowledge		
	I. Blood and vessels A. Components of blood 1. Plasma 2. Red cells 3. White cells 4. Platelets B. Functions 1. Food and oxygen 2. Body waste 3. Hormones/enzymes 4. Body temperature 5. Disease protection C. Vessels and circulation 1. Heart a. Parts b. Function 2. Vessels a. Arteries b. Capillaries c. Veins	Lecture/discussion Guest speaker	Ref. #5, Unit 5E
	II. Blood loss A. Artery cut 1. Steady flow when deep 2. Spurts with heart beat 3. Bright red color B. Veins 1. Steady flow 2. Dark red color C. Capillaries 1. Slow seep 2. Brick red color D. Amount of loss in adult 1. One pint--not dangerous		

MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
First Aid (Continued)	Related Knowledge (con't) 2. One quart--risk of shock 3. One half or more--death		
	III. Control methods A. Direct pressure 1. Sterile dressing a. Directly over wound b. Apply pressure c. Bandage or hold in place 2. Severe bleeding a. Control most important b. Infection secondary 3. This usually works	Demonstrate	
	B. Pressure point method 1. Arteries near surface 2. Hand or finger pressure 3. Eleven main points a. Area of wounds b. Pressure point locations	Use wall chart or drawing to identify pressure points	
	C. Tourniquet 1. As last resort only a. Death from shock b. Amputation 2. Use on limbs 3. Location a. Near wound b. Above 4. Tighten to stop bleeding 5. Inform everyone a. Use lipstick or blood b. Large "T" on forehead		

MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
First Aid (Continued)	Related Knowledge (con't) 6. Removing tourniquet a. Death may result b. Only by physician TASK DETAIL Students should practice locating pressure points Stress safety precautions concerning pressure points in the neck region		

MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 3. Rescue Breathing AIM: The student will be able to demonstrate the various methods used in artificial respiration.		
MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
First Aid	Related Knowledge I. Facts about breathing A. Oxygen necessary to life 1. Without it brain is damaged 2. Death in six minutes B. Controlled by nervous system 1. Partial conscious control 2. Ribs and diaphragm II. Terms A. Asphyxia--breathing stoppage 1. Electric shock 2. Drowning 3. Injury B. Hypoxia--lack of oxygen 1. Smoke inhalation 2. Non-toxic gases C. Hypercapnea--cannot exhale 1. Wastes build up 2. Causes a. Poisoning b. Obstruction D. Cyanosis 1. Caused by above 2. Lips, fingernails blue 3. Exception a. Carbon monoxide b. Cherry red skin III. Rescue operations A. Check for breathing 1. Feel with fingertips 2. Ear close to mouth	Lecture/discussion	Ref. #5, Unit 5E

MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
First Aid (Continued)	Related Knowledge (con't) B. Check for obstructions 1. Visually 2. Listening a. Snoring caused by tongue b. Gurgling caused by liquid c. Crowing noise by object in throat C. Remove obstruction 1. Move tongue a. Tilt head back b. Jaw down and out 2. Foreign matter a. Roll adult on side b. Firm blows to back c. Small child over knee d. Slap between shoulders e. Check mouth for object D. Manual artificial respiration 1. Holger-Nielsen method a. Drownings b. Liquid blockage c. Procedure 2. Silvester method a. Smoke inhalation b. No obstruction c. Procedure E. Mouth to mouth/nose 1. Child a. Procedure b. Rate 2. Adult a. Procedure b. Rate		

MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
First Aid (Continued)	Related Knowledge (con't) F. Mechanical resuscitation 1. Bellow-Mask type a. Advantages b. Disadvantages 2. Mechanical type a. Probably best b. Advantages c. Disadvantages TASK DETAIL Demonstrate proper procedures and have students practice		

MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 4. Shock Victim AIM: The student will be able to describe traumatic shock and demonstrate methods of prevention and treatment.		
MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
First Aid	Related Knowledge I. Causes of blood circulation loss to brain resulting in shock A. Severe loss of blood 1. Lacerations 2. Hemorrhage B. Loss of body fluids in dehydration 1. Diarrhea-vomiting 2. Burns 3. Excessive heat C. Restricted circulation 1. Constriction of blood vessels 2. Emotional trauma 3. Severe pain D. Heart failuare E. Combination of above II. Stages of shock A. Primary shock 1. Victim shows signs of impending shock 2. Must be treated at once 3. Occurs with painful injuries a. Physical b. Psychological B. Secondary shock 1. Progresses from 1st stage 2. Time factor varies 3. Very often fatal III. General symptoms A. Skin pale, cold, moist	Lecture/discussion	Ref. #5, Unit 5E

MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
First Aid (Continued)	Related Knowledge (con't) B. Fingernails, lips blue C. Rapid, weak pulse D. Breathing shallow E. Vomit common F. Lost bladder control G. Dazed appearance H. Eyes vacant IV. Treatment A. Precautions 1. Move victim no more than necessary 2. No excessive heat 3. Give no water a. Can cause vomiting b. Death from inhaling vomit B. Emotional shock 1. Remove the cause a. Assailant b. Rapist 2. Quiet, relaxed 3. Reassure victim 4. Have victim sit 5. Head between knees C. Physical injury shock 1. Stop bleeding 2. Restore breathing 3. Victim on back 4. Elevate feet a. Not if head injury b. Not if chest injury 5. Keep warm not hot 6. Refer to doctor 7. No water or alcohol D. Dehydration shock 1. Infants and children a. High fever b. Diarrhea c. Vomiting		

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MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
First Aid (Continued)	Related Knowledge (con't) 2. Adults a. Burn victims b. Great fluid loss c. Death in minutes or hours Task Detail Demonstrate treatment for shock Students to practice task		

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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 5. Bone Fractures AIM: The student will be able to demonstrate proper procedures used in emergency care of victims with skeletal injuries.		
MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
First Aid	Related Knowledge		
	I. Human skeleton A. Purpose and function 1. Support and shape body 2. Muscle attachment 3. Protection of organs B. Types of bones 1. Long bones a. Arms and legs b. Leverage function 2. Short bones a. Vertebrae and ankles b. Movement and strength 3. Flat bones a. Skull, ribs, scapula b. Protection & muscles 4. Irregular bones a. Pelvic girdle b. Protection and support	Lecture/discussion Secure human skeleton to demonstrate bone structure and function	Ref. #5, Unit 5E High School biology dept.
	II. Bone fractures A. Causes 1. Sharp blows, pressure, etc. 2. Most common a. Falls b. Auto accidents B. Types 1. Hairline crack 2. Simple fracture 3. Compound fracture 4. Comminuted fracture		

MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
First Aid (Continued)	Related Knowledge (con't) C. Fracture identification 1. Not always easy 2. X-ray 3. General symptoms a. Pain, tenderness b. Loss of movement c. Deformity d. Swelling e. Discoloration f. Grating g. Protruding fragment D. Specific fracture symptoms 1. Skull-brain damage a. Scalp wounds b. Unconscious c. Severe headache d. Abnormal eye pupils e. Bleeding eyes, nose, mouth f. Dazed, confused g. Paralysis h. Shock i. Face pale or flushed 2. Spinal fracture a. Extreme pain in back b. Shock c. Loss of feeling d. Paralysis of hands indicates neck e. Paralysis of toes, feet indicate back f. Lost bladder, bowel control		

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MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
First Aid (Continued)	Related Knowledge (con't) 3. Pelvis fracture a. Organ damage b. Cannot stand or sit c. Weakness d. Extreme pain sitting or standing e. No pain lying down f. Pain in groin, crotch g. Shock 4. Thigh fracture a. Severe pain b. Muscle spasms c. Deformity d. Severe shock 5. Rib fracture a. Painful breathing, coughing b. Sunken chest c. Coughing up blood 6. Collarbone a. Cannot raise arm b. Lowered shoulder c. Pain d. Holding elbow 7. Broken jaw a. Pain and swelling b. Trouble talking, chewing c. Teeth alignment off d. Bleeding gums III. Emergency treatment A. Stop severe bleeding	Stress cautions of proper handling	

MINOR BLOCK E	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
First Aid (Continued)	Related Knowledge (con't) B. Treat for shock C. Immobilize broken bones 1. Improvised splints 2. Improvised bandages 3. Application D. Get medical help Task Detail Demonstrate procedures for emergency care of specific bones Students to practice splint application, moving, lifting, etc.		

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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 1. General Crime Prevention AIM: The student will be able to describe some of the causes of crime and to discuss crime prevention on several levels.		
MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Crime Prevention	Related Knowledge I. Causes of crime A. Deviant behavior 1. Psychological 2. Sociological 3. Economics 4. Education B. Police corruption C. Jails or prisons 1. As training places 2. As excuse for revenge II. Political aspects A. Crime as political issues B. "Blue Ribbon" commissions III. Police tactics A. Helicopters B. SWAT units C. Plainclothes officers D. Taxi cabs E. Extensive patrol F. Educating the public IV. Community A. Crime watch B. Rape crisis centers C. Operation Identification D. Neighborhood/Community watch V. Diversionary programs A. Defined-deflected from criminal proceedings B. Primary diversion 1. Officer discretion 2. Social services 3. Family 4. Others	Lecture/discussion	Ref. #3

MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Crime Prevention (Continued)	Related Knowledge (con't) C. Secondary diversion 1. Prosecutional diversion 2. Fines and/or probation		

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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 2. Burglary of Business AIM: The student will be ble to dexcribe how they, as well as business owners, can take steps to increase security for businesses.		
MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Crime Prevention	Related Knowledge I. Burglary A. Defined B. Types of burglars 1. Professional a. Repeat success-methods b. Escape route plan c. Lood for easy ones d. Businesses most likely 2. Opportunity thief a. Not highly skilled b. Open windows and doors c. Residence most likely II. Prevention of business burglary A. Patrol B. Public information 1. Citizen support a. Informers b. Suspicious people 2. Making premises secure a. Locks, grilled windows b. Night lights, etc. c. Increases break-in time III. Points of entry A. Windows 1. Display windows	Lecture/discussion	Ref. #5, Unit 4A 9

MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Crime Prevention (Continued)	Related Knowledge (con't) 2. Back and side 3. Plastic windows 4. Locks B. Doors 1. Hinges 2. Glass panels 3. Double doors 4. Wood doors 5. Metal grates 6. Locks C. Others 1. Hole in roof 2. Skylight IV. Lighting A. Interior and exterior B. Area lighting C. Controlled pattern D. Safes-cash register V. Closing up advice A. Money 1. Deposited or in safe 2. Open register B. Check bathrooms, etc. C. Night lights D. Window/door check E. Alarm activated	Diagram on chalkboard	

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MAJOR BLOCK VIII COMMUNITY SERVICE	TASK: 3. Residential Security AIM: The student will be able to describe steps and procedures that citizens should take to enhance their homes' safety and security against burglars.		
MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Crime Prevention	Related Knowledge		
	I. Facts about burglary A. Highest number are residential B. Mostly daylight hours C. Ground floor entry D. Unskilled burglars E. Most common major offense	Lecture/discussion	Ref. #5, Unit 4A 9
	II. Facts about burglars A. Will usually run 1. Different personality type 2. Thrill seekers are few B. Daytime burglars 1. Specialize in residence 2. 10a.m. to 3p.m. a. Workers are away b. Housewife shopping c. Children in school 3. Pose as photographer, plumber, etc. 4. Easy entry points C. Night burglars 1. 7p.m. to midnight a. No lights or too many b. Mail and newspapers c. Empty garage		
	III. Advice to citizens	Cite case studies	

MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Crime Prevention (Continued)	Related Knowledge (con't) A. Watchdogs 1. Provide some protection a. Sound alarm b. Protect master 2. Disadvantages a. What or whom to attack b. Easily discouraged c. Livability factors d. False sense of security B. Weapons 1. Advise against keeping 2. Shooting in panic 3. Family fights C. May encourage burglar 1. High in value 2. Easily sold IV. Perimeter defense A. Porch and garage B. Shrubbery cover 1. Provides hidden entry 2. Should be removed C. Doors 1. Inspect for weakness a. Loose fit b. Glass panels c. Wood panels 2. Locking devices a. Spring latch hooks b. Dead bolts 1) Installing 2) Precautions	Give examples	

MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Crime Prevention (Continued)	Related Knowledge (con't) c. Door chains d. Barrel bolts 3. Sliding doors a. Special locks available b. "Charley bar" c. Sliding bolt D. Windows 1. Glass is weak point 2. Breaking usually avoided a. Noise b. Glass fragments evidence 3. Defenses a. Cam locks b. Bars or grill-work c. Key locks V. Burglar alarms A. Functions 1. Waken occupant 2. Alert neighbors 3. Scare away intruder B. Types available 1. Infrared sensors 2. Circuit sensors 3. Others C. Precautions 1. Testing 2. Maintenance VI. Operation I.D. A. Purpose 1. Deter burglars 2. Return property B. Marking valuables 1. Stamping 2. Engraving 3. Numbers		

MINOR BLOCK F	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Crime Prevention (Continued)	Related Knowledge (con't) a. Driver's license b. Social Security 4. Advantages 5. Disadvantages VII. Going on vacation A. Never publicize B. Secure premises C. Lighting precautions D. Mail, newspapers, etc. E. Lawn care f. House check VII. Burglar encounter A. Occupant outside house 1. Do not enter 2. Locate nearest telephone 3. Call police 4. Watch from distance 5. Identify vehicle B. Occupant inside with burglar 1. Do not confront 2. Do not shout 3. Let burglar know you are awake a. Make noise b. Talk and turn on radio c. Turn on light 4. Slowly move to other rooms 5. Give burglar time to escape 6. Call police 7. Lock self in room and wait		

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MAJOR BLOCK IX CURRENT TRENDS	TASK: 1. Entering Police Service AIM: The student will be able to describe procedures for entering employment as a peace officer.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Police Training and Careers	Related Knowledge I. General requirements A. Age 1. Minimum 2. Maximum B. Education 1. Varies 2. High school minimum 3. College C. Residence D. Arrest/driving record E. Physical/agility F. Character II. Conventional procedure A. Interview B. Application C. Entrance examination 1. Written exam 2. Physical exam D. Character/record check 1. Fingerprints a. FBI b. State Bureau 2. School and employment 3. Character references 4. Community activities E. Agility test 1. Jumping and running 2. Rope climb 3. Pull-ups and sit-ups F. Final interview G. Appointment 1. Rank - patrolman 2. Department training	Lecture/discussion	Ref. #2

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Police Training and Careers (Continued)	Related Knowledge (con't) a. Policies b. Rules and regulations c. Patrol techniques d. Criminal law e. Law of evidence f. Arrest g. Investigation h. Report writing i. Self defense j. Others H. Active duty 1. Orientation 2. In-service training I. Probation period 1. Six months to year 2. Performance test 3. Confirmed or denied III. Cadet program A. Age B. Selection 1. Merit system 2. Same requirements C. Duty assignments 1. Clerical work 2. Rotation 3. No police power 4. In-service training D. Further education 1. Departmental schools 2. College E. Salary F. Advantages of cadet program Task Detail Have students complete job application forms Conduct mock interviews		

MAJOR BLOCK IX CURRENT TRENDS	TASK: 2. Higher Education AIM: The student will be able to describe the advantages that can be gained with a college education in police science.		
MINOR BLOCK A	**INFORMATION & TASK DETAIL**	**SUGGESTIONS FOR TEACHING**	**REFERENCES & AIDS**
Police Training and Careers	Related Knowledge		
	I. Degree levels	Lecture/discussion	Ref. #2
	A. Associate		
	1. Junior college		
	2. Two years		College catalog
	B. Bachelor		
	1. College/university		
	2. Four years		
	C. Master		
	1. Post-graduate		
	2. Another two years	Guest speaker	Recruiter from nearby junior college or college
	D. Ph.D.		
	1. University		
	2. Two or more years		
	II. Definitions - college terms		
	A. Credit hours		
	B. Lectures		
	C. Laboratory		
	D. Prerequisite		
	E. Seminar		
	F. Research		
	G. Electives		
	H. Grade points		
	I. Scholastic probation		
	J. Thesis		
	K. Others		
	III. Degree requirements		
	A. Vary with college		
	B. Departmental		
	1. Area of specialization		
	2. 24 to 30 hours		
	3. More are possible		
	C. Division requirements		
	1. Prescribed by division		

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Police Training and Careers (Continued)	Related Knowledge (con't) 2. Foreign language 3. Higher math 4. Credit for high school courses D. University requirements 1. G.P.A. 2. Number of hours 3. Thesis for master 4. Required courses a. English b. Math c. Physical science d. Humanities e. Social science	Emphasize importance of high school preparation	
512	Task Detail Go over college catalog with students Explain transfer of junior college work to college or university	513	

MAJOR BLOCK IX CURRENT TRENDS	TASK: 3. Federal Law Enforcement AIM: The student will be able to describe some of the federal law enforcement agencies and qualifications necessary to secure an appointment with them.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Police Training and Careers	Related Knowledge I. Federal employment A. Advantages 1. Higher pay 2. Retirement 3. Advancement 4. Many levels B. Disadvantages 1. Requirements high 2. Highly competitive 3. Transfers common II. Federal Bureau of Investigation A. Enter at GS-10 level B. Requirements 1. U.S. citizen 2. Go anywhere in U.S. 3. Education--college graduate a. Law school b. Accounting major c. Physical science major d. Fluent in foreign language e. Three years specialized experience 4. Age 23 to 35 5. Physical a. Sight b. Hearing c. Condition d. Defects 6. Driver's license	Lecture/discussion	Ref. #10 Federal Agency Application Forms. Available from U.S. Post Office

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Police Training and Careers (Continued)	Related Knowledge (con't) C. Hiring procedure a. Written exam b. Interview c. FBI needs d. Background investigation e. Appointment III. Drug Enforcement Administration A. Enter at GS-7 level B. Special Agent requirements 1. Background investigation a. Emotional stability b. Social stability 2. Education--no specifics 3. Age a. 21 to 35 b. Upper may be waived 4. Physical a. Strict exam b. Vision IV. U.S. Secret Service A. Duties 1. Protection a. President and family b. Vice-president c. Past president's 2. Counterfeiting B. Enter at GS-5 or GS-7 C. Qualifications 1. Have one of these: a. Bachelor's degree b. Experience in criminal investigation		

MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Police Training and Careers (Continued)	Related Knowledge (con't) c. Experience/education combination 2. Age minimum 21 3. Physical a. Excellent condition b. Good distant vision 4. Good background 5. Oral interview 6. Agent exam V. Bureau of Alcohol, Tobacco and Firearms A. Investigation 1. Explosives 2. Illegal alcohol 3. Tobacco violations B. Enter at GS-5 or GS-7 C. Qualifications 1. Education/experience a. Bachelor degree-GS-5 b. Master in police science-GS-7 c. Three years experience 2. Age 21 to 35--upper limit may be waived 3. Physical a. Good condition b. No disabilities c. Correctable vision Task Detail Go over federal law enforcement agency application forms		

MAJOR BLOCK IX CURRENT TRENDS	TASK: 4. Corrections Careers AIM: The student will be able to describe the types of careers available in federal and state prison systems.		
MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Police Training and Careers	Related Knowledge		
	I. Federal prison systems A. Federal Bureau of Prisons B. U.S. Department of Justice C. Correctional officer 1. Duties a. Custodial b. Rehabilitative c. Assist professionals 2. Requirements a. Under 35 b. 3 1/2 years experience c. College degree may substitute for experience	Lecture/discussion	Ref. #10
	3. GS-6 level 4. Benefits a. Nine holidays b. Paid vacations c. Others	Explain federal system of job classification	
	D. Federal probation officer 1. Supervision duties a. Probationers b. Parolees 2. Requirements a. Two years experience b. College degree c. Master's preferred d. No age limit e. Good physical condition f. Interview		

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MINOR BLOCK A	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Police Training and Careers (Continued)	Related Knowledge (con't) 3. Federal district court appoints 4. GS-9 level 5. Local federal probation office a. Job information b. Application forms 6. Benefits comparable II. State prison systems A. Each is independent B. Requirements vary 1. Little education in some 2. College degree in D.C. 3. Minimum ages 18-21 C. Salary and benefits 1. Usually low 2. Poor working conditions 3. High turn-over rate D. Professionals 1. Medical a. Doctors b. Dentists c. Psychiatrists 2. Counselors 3. Teachers 1. Academic 2. Vocational E. Texas Dept. of Corrections 1. Fair starting salary 2. Increase after training period 3. Windham Schools a. Elementary b. Secondary c. Vocational d. Teach 12 months e. Good salary		

MAJOR BLOCK IX CURRENT TRENDS	TASK: 1. Free Enterprise AIM: The student will be able to define (describe) our economic system and compare it with other major economic systems. The student will further be able to explain the basis of our economics, list the primary factors of production, and identify the important groups in our economic system.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Entrepreneurship	Related Knowledge I. The rise of economic systems A. Dawn of civilization B. Discovery of tools C. Specialization/division of labor D. Industrialization E. Trade development II. Standard of living A. How well off people of a society are B. Synonymous with "economy" C. Measured by dividing total production by population III. Factors of production A. Land (resources) B. Labor (people) C. Capital (money invested) D. Technology (education; know-how) IV. Basic questions every economic system must answer A. What goods and services are to be produced? B. Who shall produce them? C. How shall they be produced? D. For whom shall they be produced? V. Basis of free enterprise A. Private property B. Private enterprise C. Freedom of choice	Lecture/discussion Discuss: History and background that gave rise to economic systems Define: Standard of living; how it is measured	VIS Ref. #19, Woodburn, Clint H., An Introduction to Vocational Industrial Education, Vocational Instructional Services, Texas A&M University, F.E. Box 182, College Station, Texas 77843

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Entrepreneurship (Continued)	Related Knowledge (con't) VI. Major types of economic systems today A. Pure capitalism B. Modified capitalism C. Socialism D. Communism VII. Pure capitalism A. Exists in theory only B. Individuals afforded liberties basic to free enterprise 1. People determine kinds of goods and services 2. No government control VIII. Modified capitalism A. Laws regulate business activities to protect the people 1. Economic freedoms stated 2. Prevents monopolies B. Public determines product (supply and demand) C. Promotes finding better way (new products) D. Stresses importance of individual 1. Occupational choice 2. Personal incentive 3. Private ownership E. Competition controls quality; price IX. Socialism A. Government controls major industries 1. Transportation	Explain: Laws protect the people; limited natural resources	

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Entrepreneurship (Continued)	Related Knowledge (con't) 2. Communication 3. Power and utilities B. Secondary industry permitted to remain in private ownership C. Secondary dependent on major; hence government controls 1. Prices 2. Wages X. Communism A. Production of goods and services in hands of government 1. Government owns everything 2. Government decides all aspects of business and production 3. Private business non-existent B. Promotes communism itself 1. No individual choice or freedom 2. No incentive; wastes individual talent 3. Stresses conformity; all rely on government XI. Important groups in a capitalistic society A. Entrepreneurs-planners, organizers B. Managers-overseers C. Workers-produce goods/services D. Consumers-utilize goods/services	Emphasize: Advantages of capitalistic economy Review: Questions/answers	

MAJOR BLOCK IX CURRENT TRENDS	TASK: 2. Forms of Business Ownership AIM: The student will be able to identify and describe the different forms of business ownership actively engaged within the free enterprise system.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Entrepreneurship	Related Knowledge		
	I. Sole proprietorship A. Owned and controlled by one individual B. Most common form of business ownership in America (75%) C. Mostly small-medium sized D. Advantages 1. Fewer restrictions on starting/terminating venture 2. Sole decision maker 3. Easier to manage 4. All profits belong to owner 5. Simpler tax structure 6. Higher credit standing	Lecture/discussion	Ref. #20, Woodburn, Clint H., Entrepreneurship - The Art of Business Ownership, Vocational Instructional Services, F.E. Box 182, Texas A&M University, College Station, Texas 77843. 1984
	II. Partnerships A. General partners 1. Have equal and unlimited liability 2. All partners active in firms operation B. Limited partners 1. One dominant partner assumes unlimited liability; is the decision maker 2. Other limit liability to amount of money they invest C. Silent partner 1. Known as a partner 2. Takes no active part in management	Recite: Examples of each form in the community; state	

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MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Entrepreneurship (Continued)	Related Knowledge (con't) D. Nominal partner 1. Lends name to venture 2. Makes no investment nor assists in operation E. Advantages of partnership 1. Increased source of capital and credit 2. Improved decision making potential 3. Better possibilities for expansion and growth III. Joint venture A. Partnership created for particular purpose B. Partnership dissolved when objective is accomplished C. Advantages 1. Increases power of bidding and acquiring contracts IV. Syndicates A. Resemble both general partnership and joint venture B. Organize to conduct financial transactions C. Advantages 1. Increases buying power 2. Beneficial to small business with mutual needs V. Unincorporated associations A. Most often used by non-profit organizations B. Exist to provide services to members		

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MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Entrepreneurship (Continued)	Related Knowledge (con't) C. Annual dues; fees levied membership financing D. Examples 1. Credit associations 2. Fraternal organizations 3. Charities VI. Corporations A. Usually outgrowth of other forms of ownership B. Largest of all forms of ownership C. Multi-owners called stockholders D. Regarded as an artificial being with 1. Right to enter contracts 2. Conduct business in own name E. Must file for and receive corporate charter to do business F. Charter defines: 1. Type of business 2. Number of shares of stock 3. Basis of corporate structure G. Corporate organization 1. Stockholders (owners) 2. Board of directors (policy makers) 3. President (head) 4. Corporate officers (division heads) 5. Managers 6. Supervisors 7. Workers		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Entrepreneurship (Continued)	Related Knowledge (con't)		
	H. Advantages 1. Indefinite life 2. Limited liability 3. Ease of ownership transfer 4. Growth potential 5. Managerial efficiency	Guest speaker; "Free Enterprise" Questions and answer session	Guest speaker: Civic leader
	Task Detail 1. Design a questionnaire in preparation of interviewing owners of local businesses 2. Select and interview a local business owner 3. Compare results of interviews in class		

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MAJOR BLOCK IX CURRENT TRENDS	TASK: 3. Entrepreneurship AIM: The student will be able to describe entrepreneurship; identify many risks and responsibilities in starting a business; and weigh the advantages/disadvantages of business ownership.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Entrepreneurship	Related Knowledge		
	I. Facts about entrepreneurship in U.S.	Lecture/discussion	Ref. #16
	A. One of every eight persons on labor force is self-employed	Explain: Role small business plays in American economy	Ref. #21
	B. 10.8 million of country's 88 million labor force are single owner small businesses		
	C. 87% of total business operations are small	Place: Statistics on chalkboard	
	1. Over 10 million have annual sales under $100,000.00		
	2. 7 1/2 million single-owner businesses show receipts less than $25,000		
	II. Personal traits characteristic entrepreneurs		
	A. Passion to achieve		
	1. Pride of achievement		
	2. Leave personal, lasting mark		
	3. Make name for self		
	4. Aspire to fame		
	B. Urge to be boss		
	1. Independence motivation stronger than security		
	2. Desire to plot own course		
	C. Self-confidence		
	1. Expects and desires role of decision maker		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Entrepreneurship (Continued)	Related Knowledge (con't)		
	2. Delights in facing problems and making decisions		
	D. Energy (physical stamina)		
	E. Determination		
	F. Versatility and adaptability		
	III. Advantages of entrepreneurship	Class discussion: Advantages; disadvantages (instructor guide discussion)	
	A. Fills important basic needs to		
	1. Achieve		
	2. Meet challenge; make decisions		
	3. Demonstrate creativity; individuality	List: Advantages/disadvantages on chalkboard	
	B. Opportunity to develop close relationship with:		
	1. Customers		
	2. Employees		
	C. Pride and prestige of ownership		
	D. Unlimited financial growth potential		
	IV. Disadvantages of entrepreneurship		
	A. Long work hours		
	B. Risk of financial loss		
	C. Burdens often heavy on family		
	D. Contend with confines of regulatory agencies		
	V. Necessary skills of the entrepreneur	Discuss: Necessary skills of an entrepreneur	
	A. Ability to plan - set goals		
	B. Ability to organize - means of attaining goals		

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MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Entrepreneurship (Continued)	Related Knowledge (con't) C. Ability to control - cause people to do things productively		

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MAJOR BLOCK IX CURRENT TRENDS	TASK: 4. Loans, Finance, and Credit AIM: The student will be able to define secured and unsecured loan, collateral and lines of credit. The student will also be capable of properly writing a personal check and balancing a personal checking account.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Entrepreneurship	Related Knowledge		
	I. Types of loans A. Unsecured loan 1. Promissory note 2. Called signature loan 3. Requires no collateral B. Secured loan 1. Formally written 2. Specifies terms; interest 3. Requires collateral	Lecture/discussion	Ref. #21
	II. Sources of loans A. Personal savings B. Family; friends C. Banks; trust companies D. Credit unions E. Government		
	III. Forms of collateral A. Real estate B. Insurance policies C. Pledge company assets	Define: Collateral List: Examples	
	IV. Lines of credit A. Personal reputation 1. Honesty 2. Integrity B. Credit ratings 1. Better Business Bureau 2. Banks 3. Charge accounts	Discuss: Credit; importance of "good credit"; honesty; integrity	
	V. Terms and interest A. Terms - conditions of loan 1. Amount of loan 2. Length of loan	Explain: Simple interest Compound interest Principal Unpaid balance	

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Entrepreneurship (Continued)	Related Knowledge (con't)		
	3. Interest rate charged 4. How loan is to be repaid 5. Guarantees		
	B. Interest - charge for loan 1. Simple 2. Compound 3. Principal 4. Unpaid balance	Illustrate: On chalkboard	
	VI. Banking A. Accounts 1. Checking account 2. Passbook savings 3. Certificates of saving	Guest speaker: "Personal Banking"	Guest speaker: local banker
	B. Balancing books 1. Deposits 2. Withdrawals 3. Service charges		
	C. Writing checks	Review	
	Task Detail Practice check writing and account balancing		
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MAJOR BLOCK IX CURRENT TRENDS	TASK: 5. Contracts AIM: The student will be able to list the ingredients of a contract and explain what constitutes a valid contract, invalid contract, and breach of contract.		
MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES & AIDS
Entrepreneurship	Related Knowledge		
	I. The American Legal System A. Constitution basis 1. Defines laws "rules of the game" within which individuals; businesses must operate 2. Establishes system by which these laws are governed	Lecture/discussion Discuss: History and background of the American Legal System	Ref. #21
	B. Two main sources of law 1. Statutory law (written law) enactments of government 2. Common law (unwritten law) based on court decisions	Describe: The two main sources of law in the United States	
	II. Nature of business law A. Provides orderly conduct of business affairs B. Provides settlement of any disputes arising from these affairs	Explain: The nature of business law in the United States	
	C. Contract law is one of the most important areas of business law	Guest speaker: "Contracts"	Guest speaker: city attorney, lawyer
	D. Everyone, every business, enters into contracts of some sort	Question and answer session	
	III. Ingredients of a contract A. Voluntary agreement 1. There must be an offer 2. Offer must be accepted	List: Ingredients of a contract	

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MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Entrepreneurship (Continued)	Related Knowledge (con't)		
	3. Agreement must be voluntary		
	B. Competent parties	Define: Legally competent, Consideration, Lawful act	
	1. Parties to agreement must be legally qualified		
	2. Insane persons, convicts, drunkards, minors are not regarded legally qualified		
	C. Consideration	Present: Examples to the class for discussion	
	1. Must be present for contract to be binding		
	2. Consideration is something of value received by one party or given up by another		
	D. Lawful act - within the law		
	IV. Forms of a contract		
	A. Verbal		
	1. Parties simply agree among themselves as to terms, conditions		
	2. Verbal contracts generally will not hold up in a court of law		
	B. Written		
	1. Spells out all terms and considerations	Passout: Sample contract	Passout: (Teacher prepared)
	2. Agreement signed and witnessed		
	V. Types of contracts		
	A. Fixed		
	B. Cost plus fixed fee		

MINOR BLOCK B	INFORMATION & TASK DETAIL	SUGGESTIONS FOR TEACHING	REFERENCES AND AIDS
Entrepreneurship (Continued)	Related Knowledge (con't) C. Cost plus percentage of cost D. Index E. General conditions F. Specifications VI. Contract format A. Cover B. Bid forms C. Instructions to bidder D. Index E. General Conditions F. Specifications VII. Clauses to avoid VIII. Breach of contract A. Failure of one party to honor all terms of agreements B. Grounds for lawsuit 1. Plantiff - person instituting lawsuit 2. Defendant - person against whom action is brought IX. Penalties A. Damages and delays B. Performance bonds	Discussion of terms	

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APPENDIX

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DEVELOPING A FUNCTIONAL COURSE OF STUDY

The vocational industrial teacher should carefully study the objectives of the local school, the objectives of vocational industrial education and the content that should be included in the vocational industrial course of study. The teacher should then select the content and write behavorial objectives which will have a definite relationship to the course. Each objective should be analyzed as to the activity which can be provided to promote its development. The objectives are then accepted or rejected on the basis of facilities available to place the activity into operation. (See Appendix page 304 for a partial list of items that may be used in developing specific objectives for the development of abilities, attitudes and appreciations.)

When selecting the course content for a functional course of study, the vocational industrial teacher should carefully consider each of the following:

1. Provide for the development of skills in all basic processes inherent in the occupation involved.
2. Provide student experiences in the interpretation and use of fundamental factual information basic to the occupation and to the success of the student.
3. Provide experiences in related science, mathematics, blueprint reading and shop sketching and other subjects or topics related to the occupation.
4. Provide learning experiences regarding hazards, benefits, joys, and sorrows connected with a chosen occupation.
5. Provide experiences which will enable students to take their place in life and fulfill their life's needs as an an enlightened citizen and worker.
6. Provide learning experiences whereby students are enabled to see their prospective occupation in relationship to management, labor and the professions.

PROFESSIONAL SERVICES

Texas local school administrators and local school supervisors may obtain the services of area consultants, vocational industrial teacher educators and vocational industrial personnel of Vocational Industrial Services to assist the teacher with the development of the complete course of study. This professional service is available on written request to the Associate Commissioner for Occupational Education, Texas Education Agency, Austin, Texas 78711.

A SUGGESTED LIST OF ITEMS THAT SHOULD BE INCLUDED IN WRITING SPECIFIC OBJECTIVES FOR THE DEVELOPMENT OF ABILITIES, DESIRABLE ATTITUDES, AND APPRECIATIONS

Related technical information
Basic manipulative tasks
Good work habits
Good safety habits
Problem solving
Administering first aid
Make working sketches
Make good use of library
Ability to communicate
Ability to talk effectively
Leadership skills
Reading skills
Understand everyday science
The value of other courses
Basic economics, business & management
State & national issues, related to occupation
Keeping up to date
Civic needs of the community
Adapt to changes in technology
Relate work to manpower situation
Pride in a job well done
Live harmoniously with others
Broad aspects of work-trends-factors
Professional trade associations
Goals of vocational & technical education
Social Security and benefits
Free enterprise system
Techniques of job application
Recognize hazards and remove them
True meaning of loyalty to trade and to self

Open-minded and receptive to change
A sense of balance and proportion
A high quality of workmanship
Needs of others
A willingness to do more than minimum
Workmanship having recognized value
Respect for authority
Rise above failure
Overcome boredom
Value of time
Speak up in defense of principles
A willingness to accept assignment
Reliability-dependability to deliver
Value of experience
Value of speed in production
Value of the tools of the trade
Clean-safe work areas
Ability to plan work effectively
Employee-employer relations
Understand the democratic society
Individual initiative and responsibility
Values of moral conduct and ethical living
Our standard of living
Important people in this field
Mass production
Legislation (related)
History of the industry
Conservation
Listening effectively

ACTIVITIES SHOULD BE PROVIDED TO PROMOTE THE DEVELOPMENT OF EACH ITEM

METHODS OF TEACHING

METHOD	DESCRIPTION	ADVANTAGES	DISADVANTAGES	WHEN TO USE
1. LECTURE	Transferring information verbally. An explanation of the teaching points of each topic	Ability to handle large groups Ability to utilize radio Easy to provide facilities	Limits type of subjects Limits chance to learn Liable to confuse learner Can't measure efficiency	To impart new information To supplement other methods
2. ILLUSTRATION	Use of pictures, charts, maps, sketches, models, films, chalkboard	Brings out hidden features Learn by seeing Good substitution for demonstration Cheaper than demonstration	Sometimes hard to get Doesn't always teach what you want Eliminates teaching for doing ability	Profitable supplement to any other method As a substitute for demonstration
3. DEMONSTRATION	Actually doing the job step by step, explaining the how and why of each step	Builds confidence in instructor Proves information reliable More nearly affords complete learning	Lack of suitable place Lack of suitable equipment Excessive cost Takes time Limits size of class	Instructing for doing ability To supplement other methods
4. CONFERENCE	Drawing information from group and through discussion arrive at conclusion	Uses group experience Brings out best point of experience for new ideas Every man has chance	Experience of group Lack of trained leaders Conference may get out of control Takes a lot of time	Instructing for improved practices To reach conclusions Supplement to other methods
5. QUESTIONS & ANSWERS	Key questions planned by instructor on subject matter of lesson --tie-in with other lessons -- review of previous lesson -- application of lesson	To promote thinking To review Emphasize key points To promote individual participation Helps in developing understanding	Requires time and thought on part of instructor to select and frame good questions Sometimes used to kill time May allow some students to do all the talking if not properly directed	To review & tie-in preceding lesson Before concluding a lesson to review and emphasize major points To bring in experience of class members use with all methods

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METHOD	DESCRIPTION	ADVANTAGES	DISADVANTAGES	WHEN TO USE
6. PRACTICE	If skill is to be developed Learner practices performance of skill under close supervision	Develops performance skill	Danger of improper supervision	After instructor demonstrates a doing job the learner should always practice doing the job under supervision of the instructor
7. DRILL	If information is to be understood Learner reviews and repeats main points of information or problem solving until he has it mastered and understands it.	Helps master and retain points of information	Danger of improper supervision	After the instructor has presented an informational lesson with proper teaching aids and explanation, the opportunity to discuss, review or use the information is provided